



Council for the Registration of Schools Teaching Dyslexic Pupils

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

Date of visit:

Ros McCarthy

Name of Consultant(s):

14 October 2021

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Millfield Preparatory School Edgarley Hall, Glastonbury BA6 8LD Tel: 01458 832446 Email: office@millfieldprep.com Web: https://www.millfieldschool.com/prep-7-13	Rural	207 boys 177 girls Ages 7 - 13	We consider children on an individual basis.	IAPS BSA
	Ind WK & Flexi Bdg Day			
Comments: Our aim is to develop each child's individual abilities and talents and a balanced, all-round education is at the heart of our philosophy.				

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:	Millfield Preparatory School		
Address of school:	Edgarley Hall, Glastonbury BA6 8LD		
Telephone:	01458 832446	Fax:	
Email:	office@millfieldprep.com		
Website:	https://www.millfieldschool.com/prep-7-13		

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

Name:	Gavin Horgan
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	01458 444238
Qualifications:	MA (Oxon)
Awarding body:	Oxford University

Consultant's comments

Mr Horgan is Head of the Senior School and is covering the Prep School until the new Head is in place in January 2022. Mr Horgan has been involved with pupils who have learning differences since he began his teaching career and sees this term as an opportunity to further strengthen collaboration between Prep and Senior schools. He is fully supported by the Deputy Head of Millfield Prep School.

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

Name:	Sarah Lennon / Anna Bingham (Acting Head of LDC-maternity cover). Please see Anna's qualifications below.
Title (e.g. SENCO):	Head of the Learning Development Centre
Telephone number if different from above:	
Qualifications:	MGEOL (HONS), PGCE, Level 7 Early Childhood Studies, Level 7 SpLD Literacy Difficulties with AMBDA and Specialist Assessor's Certificate, Diploma – Autism, ADHD
Awarding body:	University of Leicester, University of Bath, Open University, New Sills Academy

Consultant's comments

Sarah Lennon is well qualified and experienced, as is Anna Bingham, who is in place until Easter. Anna is also a House Parent in one of the Prep School Boarding Houses.

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1. Background and General Information

Independent Schools only	1. a)	Dep't of Education Registration No.:	933/6115			
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
		Day:	Boys:	137	52	7-13
			Girls:	114	24	7-13
		Boarding:	Boys:	70	9	7-13
			Girls:	63	8	7-13
		Overall total:		384	93	
		Consultant's comments				
		This is a large (and growing) Prep School, but attention is individual.				
	c)	Class sizes – mainstream:	14-18 pupils			
		Consultant's comments				
		As noted on the day visited.				
	d)	Class sizes – learning support:	2-7 pupils			
		Consultant's comments				
		Consultant's comments One-to-one teaching was noted as part of 'team teaching' where pupils spent some time within the small group and some time on an individual reading programme				
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:					
f)	Current membership (e.g. HMC, ISA etc.):	IAPS, BSA				
	Consultant's comments					
g)	Please supply the following documentation:					
	i.	Prospectus, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed			https://www.millfieldschool.com/admissions/prospectuses	
		or provide link to view reports via the internet				
	ii.	Recent Inspection reports, please indicate copy enclosed			Link	
		or provide link to view reports via the internet				
	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			Link	
	Consultant's comments					
	The prospectus is lively and colourful. It provides a glimpse into this very happy school.					
	The compliance Inspection in 2019 noted that "Pupils with SEND, including any with a Statement of special educational needs, or EAL, make rapid progress thanks to the excellent specialist provision." It was also noted that "The whole school has developed an outstanding structure to manage the					

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provision of pastoral care".
Group support lessons are included in the fee structure.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

The Learning Development Centre (LDC) works hand in hand with the school and parents to ensure that pupils with learning differences get the support they need. Staffed by a team of dyslexia specialists and Teaching Assistants, we work with children in small groups to develop literacy, numeracy and multisensory skills. The LDC also supports teaching, pastoral and support staff to make sure differentiation for learning is part of the school's overall culture. The facilities and expertise of the LDC are among the best in the country. Alongside the permanent staff, we offer access to a range of additional assessments and peripatetic staff, including speech therapists, behavioural optometrists, educational psychologists, as well as specialist support teachers for 1:1. At Millfield Prep, we see the strengths in every child. Each pupil is unique, and we ensure we support individual strengths, to enable pupils to compensate for their learning differences. We see potential in every pupil and give them the opportunity to achieve their goals. Millfield Prep is a happy, vibrant, inclusive and active school. We recognise that learning may be challenging, and that children's self-esteem suffers when they find learning difficult. However, we ensure that children achieve success, teaching from an individual's strengths. Pupils learn how to learn, and as such, they feel in control of their learning, developing a positive, reflective outlook.

The Aims:

- To ensure all children are given a vast array of opportunities.
- To ensure access to highest quality pastoral care - nurturing is high on our agenda and we very much encourage children to be kind, considerate and mindful of the needs of others.
- To ensure children feel happy and supported, such that they can grow in self-esteem and confidence.
- To treat every child as an individual.
- To put the child at the heart of everything we do.
- To create opportunities for every child to discover their individual talents and potential, be it in the classroom, on the stage or on the sports field.
- To focus on raising the aspirations and expectations of our pupils and ensure that we enable them to achieve their full potential in relation to these.

Consultant's comments

The facilities and opportunities for all pupils are indeed huge, but children feel themselves to be supported as individuals. They are prepared to try activities and challenges without feeling the need that success is necessary. They do indeed support each other.

Criteria
1 & 2

b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed

Enc.

c) If not within SH, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:

i. **Policy for SEN/SpLD**

https://millfieldschool.sharepoint.com/sites/SPS_School_Policies/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2F

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		SPS%5FSchool%5FPolicies%2FShared%20Documents%2FMANAGEMENT%20%26%20OPERATIONS%2FGOVERNANCE%20%26%20MANAGEMENT%2FAdmissions%20Policy%2Epd&parent=%2Fsites%2FSPS%5FSchool%5FPolicies%2FShared%20Documents%2FMANAGEMENT%20%26%20OPERATIONS%2FGOVERNANCE%20%26%20MANAGEMENT&p=true&ga=1
	ii. Support for policy from Senior Management Team	The Head of the LDC is supported by the SMT through the Pastoral Committee Meeting, Heads of Departmental meetings and meetings with the line manager (Deputy Head, Academic). SMT review all policies, including the AEN Policy and LDC Procedures.
	iii. Support for policy from governors	The AEN Governor Kate Griggs works closely with the Head of LDC. They have regular meetings as well as working collaboratively with Kate's Made by Dyslexia charity. The governors review the AEN Policy via the Education Committee.
	iv. Admissions Policy/Selection Criteria	The Head of LDC is included in the development of policy and meets weekly with the tutor in charge of Admissions. Prospective pupils who have previously received learning support share documents with admission upon registration. Pupils who receive support are assessed and interviewed by the Head of LDC. Pupil acceptance is based on a holistic identification of a pupil's ability to thrive in the setting.
	v. Identification and assessment	Rec'd
	Consultant's comments	
		All documents and policies are full, clear and models of their kind and Millfield's alumna, Kate Griggs (Made by Dyslexia), is a valuable resource. The policy for those children with AENs (Additional Learning Needs) refers to, and explains, the Equality Act of 2010 and the Code of Practice. The policy firmly places the child at the heart of the support programme along with parent partnership.
Criterion 4	d) Give specific examples of the whole school response to SpLD	• Graduated approach including all four areas of AEN. • Link to graduated approach to mental health and the documents for staff at each stage of the response. • Ensure staff are familiar with the graduated approach and how they respond to this. • Graduated approach included in department handbooks. • Quality First Teaching 2021. • INSET training including Jan 2020 – Metacognition and Sept 2020 – Pupil Passports and changes in LDC, Quality First Teaching September 2021. • Head of LDC attends weekly Pastoral Committee meetings. • Weekly departmental team meetings list pupils of concern for the Head of LDC to respond to. • The AEN referral procedure is available to all staff. • The school information management system (ISAMS) is available to

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Independent Schools only		all staff and linked to the LDC register and Pupil Passport information on Teams, • There are regular meetings between the Head of the LDC and Head of the LSC at Millfield Senior School for transition of pupils and joint working. • Staff can undertake connecting the spots training • Regular specific training on areas of AEN for interested staff - busting the myths and supporting in the classroom, including Dyslexia, Autism, Communication and interaction, DCD, Dysgraphia, ADHD, • Creation of leaflets for handbooks as well as training, link to the Notice and Adjust document for each department handbook. • Staff have access to and should complete Educare training modules including Dyslexia awareness, ADHD awareness and Autism awareness.
		Consultant's comments 'Connecting the Spots' is the 2-hour dyslexia training program available from 'Made by Dyslexia', and all staff met had worked through it. Anna Bingham gave INSET training on Quality First Teaching in September and the 'Educare' training modules have been widely used. Staff are genuinely interested in AENs and are keen to update and develop their already wide knowledge.
	e) Number of statemented / EHCP pupils:	0 (1 in our Pre-Prep)
		Consultant's comments It seems a shame that such superb facilities are not considered by Local Authorities.
	f) Types of statemented / EHCP needs accepted:	We consider children on an individual basis and ensure we are a setting that can support the pupil to thrive holistically, including Dyslexia / SpLD in accordance with the SEND Code of Practice and with regard to The Equality Act 2010
		Consultant's comments

3. Identification and Assessment

Criterion 1	3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:
	Prospective pupils with AEN share reports from professionals (must be within 18 months of application). Pupils are then interviewed and assessed by the Head of LDC before being offered a place to ensure their ability to thrive in the setting. GL Assessments are reviewed against CATS4 by the Head of LDC, Head of Year and Deputy Head (Academic) to ensure any pupils not making adequate progress are targeted under the graduated approach and recorded on the LDC tracker.

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Weekly LDC meetings are held which identify pupils of concern. This information is then shared with all HODs. A weekly discussion of all pupils with appropriate planning takes place in the pastoral committee and departmental meetings.

Induction training for all new staff includes a session on the LDC department.

Consultant's comments

Small classes and individual knowledge of pupils help staff to share any concerns they may have regarding learning needs. The pupil referral system appears to be actively used.

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

The teacher making the referral will have followed the Graduated Approach to AEN. This involves:

- Raising their concerns through their HOD meetings and making a note on ISAMS
- Following a period of adjusted teaching in the classroom, to ensure they create an enabling environment to support the pupil; this may involve:
 - Discussing and getting feedback from the Head of Department
 - Getting strategies from the LDC Specialist Teachers,
 - Getting feedback from Pastoral Committee Meetings
 - Use of the School 'Notice and Adjust' document.
 - Alerting parents to the concerns in their progress and seek their permission for referral to the LDC, as well as gaining their views on the pupil's progress
- Completing a [referral form](#)

Once agreed, the LDC will carry out the correct assessments in response to the identified needs and make further recommendations for support including:

- Feedback to parents of the outcomes of the assessment – recorded on ISAMS .
- Update ISAMS with the correct flag (grey, blue, yellow or green).
- Update the LDC tracker.
- Feedback outcomes of the assessment to ensure the plan, following the assessment can be implemented.
- One page profile – monitor, notes on ISAMS to support Teachers: (grey or blue flag).
- Pupil Passport uploaded to TEAMS to support the Pupil and their Teachers- (notes on ISAMS to support Teachers (yellow or red flag)
- Millfield Support Plan (includes a Pupil Passport section to support teachers)- notes on ISAMS to support Teachers (red flag)
- Millfield Pastoral Plan - notes on ISAMS to support Teachers (red flag)

Agree a review date for the support with the HOY and parents, as part of the 'Assess, Plan, Do and Review'.

Consultant's comments

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Pupils who are struggling with any aspect of learning are efficiently identified and information is made clearly available. Support is evident for those identified.

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

Preliminary assessments are carried out in school and could include the GL Dyslexia Screener, Neale Analysis of Reading Ability, Test of Word Reading Efficiency 2, Gray Oral Reading Tests 4, Comprehensive Test of Phonological Processing, Wide Range Intelligence Test, Detailed Assessment of Speed of Handwriting.

The Head of LDC will then feedback to parents. Following a graduated approach, we may seek further external assessment support. Full assessments are generally referred to an EP or specialist teacher, and the school has working relationships with a number of educational psychologists, a Speech and Language Therapist, and Occupational Therapist and a Behavioral Optometrist.

Consultant's comments

Some tests are a little outdated, although they are quite sufficient for a teacher assessment. Some updates and additions were discussed. Millfield has access to a whole range of assessors.

4. Teaching and Learning

4. a) How is the week organised?

The school day begins at 8.25 with a 35-minute registration, Group tutor session, assembly or reflection time and the first lesson starts at 9am. Each lesson is 40 minutes long and there are four lessons in the morning and four lessons in the afternoon with an hour for lunch and a break in the morning and afternoon. The school runs a 6-day timetable although Saturday and Wednesday afternoons are committed to sports and activities.

Consultant's comments

Pupils were fully engaged in their lessons during observations and played together happily and energetically during the breaks. On the day of the CReSTeD visit, preparations for the following day's House Singing Concert were happening and some classes were combined or supervised by teachers other than their usual teacher. Their ability to work independently and as pairs or groups was impressive.

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

The Head of LDC and Head of Year will discuss the banding of pupils.

Pupils follow regular prep timetables with additional support work which may take the place of modern language prep or other areas as required.

Day pupils can do prep from 5.30-6.15 in the library and boarders will do their prep from 5.30-6.00/6.30 in school or in the boarding house if they are Year 8.

Consultant's comments

The 'banding' system works well and those pupils who have an additional need can be placed in classes across the system. The band that timetables

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Criterion
3 & 4

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

Pupils access regular timetabled lessons with built in curriculum support through quality first teaching as defined through programmes of study. Additional support is available through the LDC, either in class or within the LDC department. Staff use pupil passports to differentiate.

LDC supports with the use of: Metacognition, Bedrock Vocabulary, NESSY, Units of Sound, Rainbow Road, Touch-Type Read Spell.

Consultant's comments

Game playing to reinforce alphabetical order, word- reading and spelling were observed as part of a structured and multisensory programme. While group activities were happening, individual students were taken out for individual reading (phonics) support. Rapport between staff and pupils as well as interaction between pupils was a pleasure to see.

- d) Use of provision maps/IEP's (or equivalent):
HG and JC enclosed

Please indicate **two examples** enclosed

Enclosed

Consultant's comments

These are full and valuable documents that provide clear tracking of progress.

- e) Records and record keeping:

Staff have access to pupil passports through Teams and also pupil records through iSAMS. The LDC tracker is used to monitor pupil progress. LDC meetings are minuted, and pupils of concern are discussed in Pastoral Committee meetings and departmental meetings, all of which are minuted and distributed to the department, HoDs, HoYs and SMT.

Consultant's comments

Record keeping is excellent. Plans are in place to streamline the current system, but information is clear and up to date.

Criterion 3

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

There is clear tracking of progress and provision provided.

Criterion 3

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

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

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable,	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C	GCSE % 5+ A* - G	BTEC % D*- D	BTEC % M	BTEC % P

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	regardless of age		Grade 9-4	Grade 9-4			
Whole School							
SpLD Pupils							

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

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

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

All pupils will do a CAT4 assessment, progress in English, maths, and science. Pupils complete the NGRT, NGST and PASS.
Year 6,7 and 8 undergo a series of end of year assessments.

[Consultant's comments](#)

Careful tracking is in place.

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

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

There is a Learning Development Centre within the school and each LDC teacher has their own room. Teaching rooms are equipped with an interactive whiteboard.

Pupils are taught in their sets and staff are able to use metacognition, a graduated approach and pupil passports to differentiate their work.

Budgetary allowances accommodate individual learning resources i.e., if a bigger print text is required.

[Consultant's comments](#)

Facilities are excellent and the LDC is a wonderful facility.

Criterion 5.2

- b) ICT:

Children up to Year 5 have access to a bank of school iPads. Pupils in year 6 have a school owned iPad and pupils in Year 7 and 8 bring in their own iPad Pupils are guided in assistive technologies such as immersive reader.

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		There are 3 dedicated ICTs labs which can be booked out for lessons/assessments.
		There is a bank of laptops in the LDC which supports lessons and assessments.
		Consultant's comments
		Pupils were observed using a wide range of IT programs as well as pen and paper.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils: Reasonable adjustments are based on individual pupil requirement in consultation with parents and staff, with the aim of providing a supportive environment for the child to demonstrate progress without barriers.
		Consultant's comments
		Liaison with the Senior School SENCo is close so that evidence of need can be gathered from the Prep School. Reasonable adjustments are made as necessary.
Criterion 5.4	d)	Library: There is an extensive library resourced with audio books and high/low reading books. The library is categorised according to the AR scheme. The library is also used for library lessons, although the overall use is currently limited owing to Covid restrictions.
		Consultant's comments
		The library is an attractive and well-stocked resource centre. The Accelerated Reader scheme boosts reading ability, understanding and enthusiasm. When Covid rules made library use more difficult, sets of books were moved to classrooms to remain accessible.

6. Details of Learning Support Provision

LSC 6.3	6. a)	Role of the Learning Support Department within the school: The Learning Development Centre lies in the heart of the school and ensures that the needs of individuals are understood by all staff. The inclusion of the Head of LDC in the Pastoral Committee ensures a response to mental health needs under the graduated approach. This is also supported by regular meetings and caseload discussion with the Head of LDC and the school counsellor based in the LDC.
		Consultant's comments
		The Liaison that takes place between Head of the Pastoral Committee and House Parents as well as LDC teachers is thorough and caring. Many measures are in place to counteract anxiety and enable pupils to achieve at their highest levels. There is care that 'every voice is heard'.
LSC 6.5 & 6.6	b)	Organisation of the Learning Centre or equivalent: The LDC has its own suite of classrooms that pupils access to receive targeted intervention in small groups.
		Consultant's comments
		Pupils clearly enjoy, and learn, within these lessons.

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LSC 6.6	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery?	
		The Head of the LDC has regular involvement in HoDs meetings, is involved in the annual grouping and setting meetings prior and post construction of the timetable and liaises with their equivalent at Millfield Senior school.	
		Consultant's comments	
		The voice of the Head of the LDC is one that is clearly valued.	
	d)	Supporting documentation, please indicate enclosed:	
	vi.	SEN Development Plan (or equivalent) enclosed	Enc.
	vii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	Enc.
	viii.	List of known SpLD pupils in school	Enc.

7. Staffing and Staff Development

Criterion 7	7.	a)	Qualifications, date, awarding body and experience of all learning support staff:	
			Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.	
			Consultant's comments	
			The majority of teachers in the department are well qualified and hold Level 5/ 7 teaching qualifications for students with dyslexia and a wide range of other learning needs	
LSC 7.4		c)	Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)	
			Yes.	
			When a TA works 1:1 or with a small group, the work is set, overseen and directed by the Specialist teacher.	
			Consultant's comments	
			As noted above, most teachers hold recognised qualifications in the teaching of pupils with SpLDs.	

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:	
			Six parents were contacted and were universally grateful for the work that all teachers at Millfield were doing, particularly those in the LDC.	
			Comments made included, "We cannot fault Millfield. It has been a life-	

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changing experience for my child. In his previous school he felt 'different', here he is very much accepted. Previously he was told he was stupid. We couldn't ask for a better school."

"Lockdown lessons were wonderful- well organised-even did Games lessons in the garden"

"Now far ahead in everything and is using all the Microsoft programs, which were a lightbulb moment. He can't read or write but can now produce superb creative writing. Massive progress made; Millfield plays to a child's strengths."

"Boarding parents are wonderful. Fabulous. Excellent."

"The reason we chose the school was the dyslexia provision. There is emotional support too- really well looked after."

One parent commented that spellings sent home were 'generic' rather than word families, but otherwise was happy.

The overall feeling was that children at Millfield Prep School are happy, increasingly confident, and very well supported.

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

Six pupils came to talk to me- 3 girls and 3 boys, with a mix of ages and day/boarding status. The boarders enjoyed boarding and found it 'really fun'. They had plenty to do in afternoons and weekends and loved the opportunities for sports.

One pupil talked about the IT provision and commented that now that she could use the 'dictation program' it really helped. Most enjoyed the remote lockdown lessons- those who didn't blamed their poor internet connection or distractions at home. One enjoyed remote lessons more than classroom as there was "more time to do the lessons."

They agreed that Millfield was much better than previous schools and they felt supported and helped by all teachers.

They all felt that there was someone they could talk to if they felt worried or upset. They spoke thoughtfully and were confident and articulate. They enjoyed learning and they appreciated the facilities available. They liked the food, "and I'm picky!"

They gave Millfield Prep their full vote of confidence.

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	LSC
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	√
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	√
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√

Report Summary

Summary of Report including whether acceptance is recommended:

Acceptance is fully recommended. The level of care and individual attention is exemplary, and the superb facilities provide opportunities for a huge range of interests. The Prep School has its own swimming pool, wonderful Art, Music and Drama Departments and pupils are encouraged to take advantage of all that is on offer.

There is also an atmosphere of friendliness and cooperation. The LDC has that same atmosphere and pupils recognise it. They also know that they are genuinely making progress, which is liberating and in some cases life changing. They appreciate their good luck in being there and I appreciated their comments.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	