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Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR
Email: admin@crested.org.uk

The Dyslexia Teaching Centre Re-registration Application Form Category TC – Teaching Centre

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
The Dyslexia Teaching Centre , 23 Kensington Square London W8 5HN Tel: 075 9221 2375 Fax: Email: info@dyslexiateachingcentre.co.uk Web: www.dyslexiateachingcentre.co.uk	Central London	boys and girls	Dysl, Dysc, Dysp, ADD, ADHD, P&S	BDA PATOSS
	Ind Day	Ages 4 -18+		Support to school curriculum
Inspection Reports		CReSTeD		
Comments: A busy teaching and assessment centre in the heart of London, the Dyslexia Teaching Centre provides highly qualified, specialist support for children and adults of all ages, enabling individuals to acquire the skills needed for success in education, the workplace and everyday life				

Date of visit:

18th May 2023

Name of Consultant(s):

Fay Cookson

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.

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Centre Details

Name of Centre: The Dyslexia Teaching Centre

Address of Centre: 23 Kensington Square, London, W8 5HN

Telephone: Fax:

Email: info@dyslexiateachingcentre.co.uk

Website: www.dyslexiateachingcentre.co.uk

Name and qualifications of Principal, with title used:

Name: Mrs Joanna Petty

Title (e.g. Principal): Director

Principal's telephone number if different from above: 07711672139

Qualifications: SALT (Royal College of Speech Therapists), DI Dip SpLd

Awarding body: Dyslexia Institute

Consultant's comments

Joanna Petty's expertise and wealth of experience are evidenced in her leadership of The Dyslexia Teaching Centre (DTC). She exudes warmth, compassion and understanding of the students' learning differences and inspires her team to offer teaching excellence.

1. Background and General Information

b) Average number of students by age range:

Over 18:	Male:	3
	Female:	11
Under 18:	Boys:	30
	Girls:	30
Overall total:		74

Consultant's comments

The number of students attending the DTC or receiving tuition at their schools remains at a good level. The DTC was able to continue teaching during the lockdown phases of the Pandemic by moving to online lessons.

d) Group sizes for under 18's

Saturday Reading Club:
Maximum 6 with one specialist, two helpers.
One to one tuition.

Consultant's comments

Most lessons are delivered 1:1, which ensures that individual needs are met. Small group sessions cater for those learning to touch type, wanting to improve handwriting skills, or to join the Saturday morning Reading Club.

e) For completion by consultants only: Pastoral care arrangements

Pastoral care forms an important part of the DTC's approach to each of the students. The teaching staff know the students, their backgrounds, and their specific areas of need very well. Counselling can be arranged if deemed

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necessary.

- g) Please supply the following documentation:
- i. **Marketing material**, including staff list, please tick to indicate copy enclosed ☒ or provide link to view reports via the internet
 - ii. **Quality Assurance documentation**, please tick to indicate copy enclosed ☐ or provide link to view reports via the internet
 - iii. **Details of Fees**, please tick to indicate copy enclosed ☒ or provide link to view information via the internet

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre
- Since its foundation in 1978, The Dyslexia Teaching Centre has provided specialised teaching for dyslexic children and adults. Without any government funding the Centre operates a bursary scheme. The London Dyslexia Initiative, offering dyslexia pupils in six state primary schools lessons in literacy.

Consultant's comments

For more than 40 years the DTC has been providing specialist input for children and adults with dyslexia and co-occurring difficulties. The Centre has an excellent reputation, with a high rate of success amongst the students. Whilst teaching those who are able to finance lessons, it also offers bursaries to students who would be otherwise unable to access specialist tuition.

Criteria
1 & 2

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

Consultant's comments

The mission statement and ethos of the DTC are set out in the Handbook and the policies provided are current, relevant and thorough. The admission procedure is clearly defined and can be found on the website. Visits are arranged for prospective parents and students, prior to lessons commencing. Baseline assessments are carried out and information is sought from schools. Some of the students will already have Educational Psychologist's reports, which will inform teaching programmes. Further assessment may take place at the DTC or students may be referred to EPs.

- g) Types of specific learning difficulties supported:
- Dyslexia, dyspraxia, dyscalculia, ADD/ADHD, ASD

Consultant's comments

The team of professionals at the DTC supports the range of needs with skill and sensitivity.

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3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

Pupils are assigned to appropriate specialist following discussion with school and parents to allot suitable time.

Consultant's comments

The DTC offers an extremely flexible approach to the timetabling of lessons. These can take place at the Centre, or off-site at any of the six state primary schools which are part of the London Dyslexia Initiative. Lesson times can be arranged during or after the school day, or on Saturday mornings. This flexibility caters for every age range.

b) Details of arrangements for pupils under 18, including homework:

Homework is set when appropriate.

Consultant's comments

Home assignments are set at the discretion of the teachers.

Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

Individual lessons are offered in Literacy and Numeracy. In addition, individual or small group sessions are offered for handwriting and touch-typing.

Consultant's comments

The DTC aims to work collaboratively with parents and educational settings, to enhance students' learning skills and opportunities. Teachers at the DTC are well-qualified and able to deliver and support curriculum subjects, particularly Maths and English. Several lessons were observed, including sessions with the Occupational Therapist and Art Therapist. Lessons were well planned to meet the specific needs of each student. The pacing of the lessons allowed the students to reflect on their learning and to take ownership of it. A variety of multi-sensory teaching methods, materials and equipment were in use, including ICT. It could be seen that the students were learning cumulatively, building on previous lessons to good effect. The students were encouraged to use trial and improvement and to ask questions to underpin their learning. Opportunities were provided for work to be recorded in different ways. All lessons observed were excellent and provided a fun-filled, learning experience for the students.

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

We do not do IEPs. Please see pupils notes enclosed.

Please tick to indicate **two examples** enclosed

☐

Consultant's comments

The Teachers at the DTC are aware of targets set by schools and will encourage students by providing strategies needed to achieve them. Each student has a tailor-made teaching plan.

e) Records and record keeping:

Lessons plans and records are kept. Weekly reports to some schools, written reports are done three times a year.

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		Consultant's comments
		Record keeping is extremely efficient.
Criterion 3	f)	For comment by consultants only: Review history of provision made for two pupils.
		The detailed history of provision, which includes the results of regular standardised tests, shows that the students are making good progress. It identifies which strategies have been successful and informs future planning. It is noted that, in addition to academic achievement, students have an enhanced sense of well-being and self-esteem.
Criterion 3	g)	Impact of provision – assessment summary
		Standardised tests for literacy are administered at suitable intervals to measure progress. In addition, regular communication with parents and pupils' schools to ensure that provision is appropriate.
		Consultant's comments
		The specialist teaching and support provided by the DTC is invaluable to the students, parents, and schools. Information sharing takes place regularly through meetings and written reports. Progress is monitored and recorded through daily lesson planning. Standardised assessment scores provide evidence of progress, and the results of these tests are communicated to parents.
	h)	Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
		Full psychometric assessment done on site, as well as screening by specialist teachers for literacy and maths.
		Consultant's comments
		Formative assessment is used as a means of feed back to the students and their teachers. Students' learning is measured and evaluated through summative assessment. No formal examinations take place.

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

Criterion 5.1	4.	a)	General resources for teaching SpLD pupils:
			We have a wide selection of resources
			Consultant's comments
			The DTC is well-resourced with suitable games, books, computer programs, equipment, and a range of current testing materials. The new Occupational/ Physiotherapy suite is impressive and provides an excellent facility for students with Developmental Coordination Disorder (DCD) and related difficulties.
Criterion 5.2		b)	ICT:
			We have a computer in each teaching room and a dedicated computer room. We have a variety of typing programmes and are currently mainly using EnglishType Junior and Senior.
			Consultant's comments
			ICT provision is very good and caters for use in individual lessons or for small groups such as Touch-Typing classes.
Criterion 5.3		c)	Details of access (special examination) arrangements requested and made for SpLD pupils:
			Not applicable

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Criterion 5.4		Consultant's comments
		Whilst exam access arrangements are devolved to schools, teachers can help older students understand, for example, how to use extra time effectively.
	d) Library:	Not applicable
		Consultant's comments
		Although there is no dedicated library space there is a good range of attractive reading material available.

5. Details of Learning Support Provision

TC 6.1 /6.4	5. a)	Role of the centre:	To assess and teach children with specific learning difficulties and also to teach adults.
		Consultant's comments	The DTC has an excellent reputation for the way in which it meets the needs of its students, who present with a variety of specific learning differences. It is also a highly respected resource in the local community, supporting SEND provision in six schools in the area.
TC 6.5 & 6.7	b)	Organisation of the Learning Centre:	Qualified tutors with experience of special needs provide individual lessons.
		Consultant's comments	The well-qualified specialists form an excellent multi-disciplinary team, under Joanna Petty's expert leadership. The team works together to provide a calm, comfortable and very welcoming environment in which the students can learn, and experience success, in a relaxed but productive atmosphere.
	d)	Supporting documentation, please tick to indicate enclosed:	
		iii. Safeguarding policy (or equivalent) enclosed	✓
		iv. Daily Timetable	✓
		v. List of SpLD pupils in centre	✓

6. Staffing and Staff Development

Criterion 7	6. a)	Qualifications, date, awarding body and experience of all learning support staff:	Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.
		Consultant's comments	Suitable qualifications are held by the members of the multi-disciplinary teaching team.
TC 7.4	c)	Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)	Yes

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Consultant's comments	
Criterion 4	Confirmed.
	g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?
	Members of the teaching team demonstrated best practice multi-sensory teaching.

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

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the centre.

For completion by consultants only: Parent Contacts:

Parents contacted were unanimous in their praise for the help given by the DTC. They reported that they had received high levels of support from Joanna Petty and from their children's teachers and that communication with the Centre was easy, either via email or phone.

One parent said their child 'feels secure, confident and able to totally be themselves.'

Parents felt that contact with schools is very helpful and the termly reports are particularly useful.

Another parent, whose child has attended the Centre for several years, said 'I cannot speak highly enough of their expert support. Without them it would have been a different story.' Teachers were said to 'give their time generously' and are 'caring, wise and immensely experienced.'

Joanna Petty was described as 'a pillar of strength' and the DTC as an 'exceptional organisation.'

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

Students were spoken to individually during their lessons, with teachers present. They spoke warmly about the Centre and how it has helped them to 'learn things and remember things' and to do better in school.

One student reported that when 'people are saying things it doesn't always 'click' but by doing things in lots of different ways (at the Centre) it does.'

A student observed in an art therapy session explained how much finding other ways of expression has helped. Another, who was working with the OT, was able to 'choose to work outdoors.'

The students 'like the teachers' and the lessons and would not want to change anything about the Centre.

Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

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

Criteria	TC
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	√
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	√
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	√
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.	√
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√

Report Summary

Summary of Report including whether acceptance is recommended:

The Dyslexia Teaching Centre is situated in a quiet haven, in a busy part of London, giving the advantage of usable outdoor space. The building in which the Centre is housed comprises a welcoming reception area, leading into a corridor with attractive artwork displays. This opens into several teaching rooms, an art room, computer suite, resource area, an office, and a large multi-purpose room, with outside access. On the first floor is a new, fully functional Occupational/Physiotherapy suite. All the rooms are well-equipped for teaching and learning.

Joanna Petty is a charismatic leader who is liked and respected by her team, students, their parents, and partner schools. With the support of the Trustees, particularly the Chair, Ruth Mann, and the expertise of the dedicated teachers, the DTC can offer the best of specialist teaching, and related therapies, to a wide number of students with learning differences. It has done so with great success for more than forty years.

I have no hesitation in recommending that the Dyslexia Teaching Centre should retain its CReSTeD TC category.