



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 McLeod Centre for Learning Re-registration Application Form Category TC – Teaching Centre

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
The McLeod Centre for Learning 74 Lupus Street, London, SW1V 3EL Tel: 020 7630 6970 Fax: Email: jonathan@amandamcleod.org/mcleodcentre@gmail.com Web: www.amandamcleod.org	City	boys	Dysl, Dysc, Dysp, ADHD, ASD	
	Teaching Centre	girls Ages: 4 -24 +		n/a
Comments: At The McLeod Centre for Learning, we aim to meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment. Lessons range from SEND support to handwriting, touch-typing or exam tutoring.				

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.

Date of visit:

24th February 2025

Name of Consultant(s):

Fay Cookson

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

Centre Details

Name of Centre: The McLeod Centre for Learning

Address of Centre: 74a, Lupus Street, Pimlico, London, SW1V 3EL

Telephone: 0207 630 6970

Fax:

Email: jonathan@amandamcleod.org/mcleodcentre@gmail.com

Website: www.amandamcleod.org

Name and qualifications of Principal, with title used:

Name: Jonathan Berry

Title (e.g. Principal): Head/Owner

Principal's telephone number if different from above:

Qualifications: FSA

Awarding body:

Consultant's comments

Jonathan Berry has owned The McLeod Teaching Centre since 2020. In collaboration with the Centre's founder, Amanda McLeod, he has shown an innovative approach to its continuing development. Jonathan's commitment to the Centre is much in evidence. He is well-liked and respected by students, parents and the teaching team.

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1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	0
	Female:	0
Under 18:	Boys:	5
	Girls:	10
Overall total:		

Consultant's comments

There has been a slight increase in the number of students who attend the Centre. Some students receive tuition from McLeod tutors in their schools or via online learning.

- d) Group sizes for under 18's

Consultant's comments

Students receive 1:1 tuition for phonics, English, Maths, study skills and exam preparation. This ensures tailor-made interventions for individual students. Touch typing is taught individually or in groups in afternoon sessions.

- e) For completion by consultants only: Pastoral care arrangements

Teachers are DBS checked and have safeguarding training. Careful attention is paid to the pairing of teachers with students. Teachers are aware of the educational and emotional needs of their students. Close liaison with parents (and schools) forms an important part of the care and nurture of the students. Students said they felt safe and comfortable at the Centre.

- g) Please supply the following documentation:

- | | |
|--|---|
| i. Marketing material , including staff list, please tick to indicate copy enclosed | Y |
| or provide link to view reports via the internet | |
| ii. Quality Assurance documentation , please tick to indicate copy enclosed | Y |
| or provide link to view reports via the internet | |
| iii. Details of Fees , please tick to indicate copy enclosed | Y |
| 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

At The McLeod Centre for Learning we aim to meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment. Each child follows a structured programme that has been created specifically for them, based on their learning and emotional needs. Children learn through self-discovery using multi-sensory methods. The pace of learning is set by each child with frequent consolidation opportunities.

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Criteria 1 & 2	The McLeod Centre for Learning works closely with parents and teachers to foster an academic and emotionally happy child both during their time at the Centre and in the future. The atmosphere is relaxed yet highly imaginative. It is our duty to meet the educational and pastoral needs of the pupils, taking into account their varying difficulties. Within each child, we seek to discern ability and talent and provide opportunities for its unhindered development. Our aim is to achieve outstanding results whilst taking into account each child's disabilities whilst never letting the drive for success lead to over-intensity or a set of value judgements only based on a pupil's academic level. Pupils should learn to feel happy with themselves, happy with each other and happy with the staff and we are delighted that many feel a strong attachment to the Centre after they leave.	
	Consultant's comments	
	The Centre provides a setting where learning is fun. The multi-sensory, cumulative teaching methods, delivered by highly qualified teachers, address the varied learning differences of the students in a structured yet relaxed manner. A calm and happy working atmosphere pervades the Centre.	
	b) Please tick to indicate copy of Staff Handbook (SH) enclosed	Y
	c) <u>If not within SH</u> , please enclose copies of policy statement(s) with regard to SpLD pupils outlining: i. Admissions Policy/Selection Criteria ii. Identification and assessment	see SH see SH
	Consultant's comments	
	The Staff Handbook is very detailed and requires the highest levels of professionalism from the teachers. The admissions policy gives parents a clear understanding of how the process works. The Centre is clear about whether it can meet the needs of individual students.	
	g) Types of specific learning difficulties supported: Dyslexia, dyscalculia, dyspraxia, ADHD, ASD	
	Consultant's comments	
	A presentation made available to the CReSTeD consultant demonstrates the wide range of learning differences catered for by the Centre and showcases the experience and expertise of the Teaching Team.	

3. Teaching and Learning

Criterion 3 & 4	3. a) How is the week organised?	Morning and Afternoon Schools
		Consultant's comments
		The Morning and Afternoon Schools work well to facilitate the needs of the students and to consider their school timetables.
	b) Details of arrangements for pupils under 18, including homework:	See Morning and Afternoon timetables
		Consultant's comments
		Arrangements are made for students to have individual lessons in the Centre, for teachers to support students in local schools, or to have online tuition.

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Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

Morning School –

Maths for dyscalculic learning profile – focus on number sense

Maths to support National Curriculum – volume, area, measurement, space etc.

Literacy for dyslexic learning profile – phonics, high frequency words, comprehension, creativity, grammar, reading, handwriting and typing

Afternoon School –

All (National Curriculum) subjects taught as required.

Consultant's comments

Several 1:1 lessons were observed. The lessons were well planned and structured and took into account the specific needs of each student. Teaching and learning were seen to take place throughout the sessions, which were well paced and lively. Students were encouraged to build on previous knowledge and to record their work in a variety of ways. The lessons demonstrated best practice multi-sensory teaching. The good rapport between teachers and students showed how well the teachers know and understand the needs of each individual.

The students were engaged throughout each lesson and were encouraged to ask questions and try out new methods. It was a pleasure to see how the students were able to experience success in a stimulating, happy environment.

Feedback from lessons is given to parents and lessons are recorded on Google drive.

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

Yes

Please tick to indicate **two examples** enclosed

Y

Consultant's comments

Individual plans are generated from assessment data, which informs areas to be addressed in lessons. The plans are detailed and thorough with realistic, manageable, time related targets.

e) Records and record keeping:

Morning School -

Lesson write ups

Group teacher email,

Afternoon School –

Email regarding afternoon individual handwriting lesson,

Consultant's comments

Record keeping is extremely efficient. The use of Google drive ensures that records are up to date and easily accessed by teachers immediately after a lesson has taken place.

Criterion 3

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

The teaching of Literacy, Numeracy and Touch Typing is tailor-made for individual students. Lessons are cumulative and progress is recorded in detail to further inform teaching strategies and interventions. The success of

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Criterion 3		this was evidenced from the history of provision.
	g)	Impact of provision – assessment summary See attached sample reports from VH/LWH
		Consultant's comments Standardised assessment results indicate that students make good progress.
	h)	Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: See attached literacy and numeracy end of Term assessments using Maths – Diagnostic based on Emerson, J and Babbie, P <i>The Dyscalculia Toolkit</i> BEAM maths assessment English – Letters and Sounds 100/200 Common Words WRIT WRAT WIAT Alpha to Omega (diagnostic) DASH 2 Consultant's comments Detailed progress reports also include results of any standardised tests. Parents and schools can see how students are progressing and are made aware of successful outcomes of the individual teaching programmes.

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

Criterion 5.1	4.	a)	General resources for teaching SpLD pupils: Wide ranging multi-sensory resources including: Maths – Unicorn Maths, Dynamo Maths, Dyscalculia (Butterworth, Emerson, Babbie), Number Shark, Dienes, Cuisinere, Numicon, Abacus (both Slavonic and ordinary), Shut the Box, counting resources, die (spots and numerals up to 20), games, measuring, shapes, counting carpet (to 100), number lines/squares, numeral fans, Smartkids maths games, money, fraction/percentage/decimal multi-sensory resources, Power of 2, Diagnostic Interviews (BEAM) and S Chinn dyscalculia assessments Nexus Count Up. Literacy – Ace Dictionary, SWAP, Stile, Jolly Phonics, Access to Literacy, DILP, Toe by Toe/Word Wasp, Alpha to Omega, Lifeboat, Galore Park, Additional Literacy Kit, Units of Sound, Smart Phonics, Trugs, Brainbox, Smart Kids games, Spotlight, Startrack, Partners in Education syllabification resources, SRA comprehensions, Fuzzbuzz, Collins general literacy, Ruth Miskins, multi-sensory phonic resources, Billy Bowler sequencing cards Consultant's comments The Centre is exceptionally well-resourced with a wide variety of books, games, teaching aides and assessment tools. Some of these have been developed by the teachers and enhance the hands-on approach to learning.
Criterion 5.2		b)	ICT:

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		TTRS, Typing Instructor, Junior/Senior Type, Maths and Word Shark, Dynamo Maths
		Consultant's comments
		The teaching of touch-typing at the Centre is excellent. The lessons take place in a dedicated room, equipped for group sessions. Individual spelling-linked programs reinforce literacy and equip students with an important life skill.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils: DASH
		Consultant's comments
		The Centre will liaise with schools about a student's normal way of working to help with decisions made regarding Access Arrangements.
Criterion 5.4	d)	Library: Schemes: Rigby Star, Barrington Stoke, Oxford Reading Tree, New Way, Lighthouse schemes Factual, Science, Dictionaries and Encyclopaedias Many other general books for young and old, boys and girls
		Consultant's comments
		There is a good range of reading material for the students to enjoy.

5. Details of Learning Support Provision

TC 6.1 /6.4	5. a)	Role of the centre: To meet the needs of children with specific learning difficulties in a secure, safe and nurturing environment.
		Consultant's comments
		The Centre upholds this ethos and carries it out with dedication and commitment to the benefit of all students.
TC 6.5 & 6.7	b)	Organisation of the Learning Centre: Owner/Head – Jonathan Berry Administration – Jonathan Berry Consultant – Amanda McLeod Specialist SpLD Teachers– Clare Chase, Verity Hill, Rob Jennings, Christine Kelly, Amanda McLeod, Gill Salamons, Louise Ward, Louise Whitehead Tutors – Dr Simon Horbury
		Consultant's comments
		The structure and organisation of the Centre, with its strong leadership and dedicated teamwork, ensures efficient day to day running and successful outcomes for the students.
	d)	Supporting documentation, please tick to indicate enclosed:
		iii. Safeguarding policy (or equivalent) enclosed
		iv. Daily Timetable
		v. List of SpLD pupils in centre

ALL DOCS
REC'D

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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
			The teaching team is exceptionally well-qualified and offers a wealth of specialist experience. Continuing professional development is encouraged.
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.)	All, unless for general tutoring/exam preparation when Dr Horbury is used
			Consultant's comments
			Verified.
Criterion 4	g)	For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?	The ability to meet the needs of SpLD students was exemplified during lesson observation.

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:

A number of parents were contacted. The consensus was that the McLeod Centre is 'fantastic.' It was felt that the teachers know the students very well and understand their needs. Teachers were described as kind, supportive, nurturing and encouraging. One parent said that their child has made excellent progress with phonics and another added that their child's confidence has grown since coming to the Centre. Parents appreciated the feedback they receive and that teachers give of their own time to discuss progress. Another parent commented that their child always smiles when going to the Centre. A parent whose child has lessons at school from a visiting McLeod teacher reported that the child 'loves those days.' The Centre was described as 'a breath of fresh air, and parents had nothing but praise for Jonathan Berry, Amanda McLeod and the entire teaching team.

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

Students spoken to were unanimous in their love of the Centre and their teachers. They look forward to their lesson. One student said coming to the Centre has given them 'belief in themselves.' Another reported that 'its ok to

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make a mistake and nobody minds.' Students did not mind their peers at school knowing that they were attending the Centre and that they would recommend it to others who need specialist help. All felt more confident about their learning and were able to use their new skills in school.

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 McLeod Centre is housed in small premises, where space has been used creatively to provide a welcoming and attractive learning environment. Jonathan Berry upholds the McLeod ethos, and the teaching team provide excellent intervention in well planned, fun filled lessons. Liaison with parents and schools is very helpful and ensures a consistent approach to the students' learning paths. The Centre offers a wide range of high-end specialist provision and support.
It is recommended that the McLeod Centre retains its CReSTeD TC status.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
√	