



Council for the Registration of Schools Teaching Dyslexic Pupils

Wycliffe College
Re-registration Application Form
Category LSC – Learning Support Centre
(formerly known as DU – Dyslexia Unit)

Date of visit:

7th December 2021

Name of Consultant(s):

Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Wycliffe College Bath Road Stonehouse Gloucestershire GL10 2JQ Tel: 01453 822432 Fax: 01453 827634 Email: senior@wycliffe.co.uk Web: www.wycliffe.co.uk	Rural	244 boys 164 girls Ages 13-18	Dysc Dysl Dysp P&S	HMC ISC BSA IAPS
	Ind Bdg Day			GCSE GCE: AS/A2
Comments: We will consider all SpLD's and other Additional Needs provided reasonable adjustments can be made.				

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:	Wycliffe College		
Address of school:	Bristol Road, Stonehouse, Gloucestershire GL10 2AF		
Telephone:	01453 822432	Fax:	
Email:	senior@wycliffe.co.uk		
Website:	www.wycliffe.co.uk		

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

Name:	Nick Gregory
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	
Qualifications:	B.A. M.Ed.
Awarding body:	B.A University of Nottingham / MEd – University of Buckingham

Consultant's comments

The headteacher is committed to the community being diverse, positive, inclusive, and forward looking. He knows the pupils and their development. The Learning support department is seen as a vital tool in the success of the aims of the school.

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

Name:	Elizabeth Dytham
Title (e.g. SENCO):	Head of Learning Support
Telephone number if different from above:	
Qualifications:	B.A. Hons, PGCE, NASENCO, PGCE Vulnerable Learners and Inclusion, CCET Level A, CPT3A , NPQH, Certificate in Structured Teaching Intervention for Dyslexia and Literacy, Specialist Dyslexia Assessor
Awarding body:	University of London, University of Surrey, University of Bath, Dyslexia Action, British Psychological Society, NCSL, Real Training/ Middlesex University

Consultant's comments

The school is fortunate to have the skills and expertise of such an experienced head of department with an in-depth knowledge and understanding of need and inclusive practice.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

1. Background and General Information

Independent Schools only	1. a)	Dep't of Education Registration No.:	916/6018			
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
		Day:	Boys:	103	42	13-18
			Girls:	86	31	13-18
		Boarding:	Boys:	141	50	13-18
			Girls:	78	20	13-18
		Overall total:	408	143	13-18	
		Consultant's comments				
		The school is aware of the ratio of pupils with additional needs and balances the need and resources available.				
	c)	Class sizes – mainstream:	1-20			
	Consultant's comments					
	Of the 9 lessons observed the number of pupils ranged from 4-18					
d)	Class sizes – learning support:	Individual 1-1; small groups (literacy support); support sessions offered on a drop-in basis at lunch times				
	Consultant's comments					
	The lessons provide for the differing and individual needs of pupils and are flexible and tailored.					
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:					
	The ISI report, (2016) highlighted that 'the staff know pupils extremely well and provide highly effective support and guidance in accordance with the school aims.' Furthermore, 'that relationships are positive across the entire school community.'					
f)	Current membership (e.g. HMC, ISA etc.):	HMC/ISC/BSA/IAPS/ CReSTeD				
	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				
		or provide link to view reports via the internet	https://www.wycliffe.co.uk/wp-content/uploads/2021/01/wycliffe-senior-school-prospectus-1.pdf			
	ii.	Recent Inspection reports, please indicate copy enclosed				
		or provide link to view reports via the internet	https://www.wycliffe.co.uk/wp-content/uploads/2020/04/Wy			

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

- iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed

[cliffe-College-RCI-Report-v5-2018-11-12-NB-1.pdf](https://www.wycliffe.co.uk/wp-content/uploads/2020/04/Wycliffe-College-RCI-Report-v5-2018-11-12-NB-1.pdf)
<https://www.wycliffe.co.uk/wp-content/uploads/2020/04/Wycliffe-College.pdf>

No compulsory extras for SPLD pupils.

or provide link to view information via the internet

<https://www.wycliffe.co.uk/wp-content/uploads/2021/03/WY-C051-Fees-Document-2021-2022.pdf>

Consultant's comments

The prospectus provides detailed information with clarity and ease of access, information is provided visually and enables prospective parents to understand the different aspects of the life of the school.

The individual lessons for support are charged but are headed as 'academic coaching' and relate to any additional support provided to pupils.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

We believe that education is a rounded experience and involves the development of the person as an individual, not just the delivery of academic knowledge.

The Wycliffe 'experience' is something that is enjoyed for its own intrinsic value. Where pupils benefit from being part of a diverse, positive and inclusive community and where they learn skills and confidence that will benefit them throughout their whole lives.

Purpose

Inspire and educate every individual in mind, body and soul.

Vision

Wycliffe will promote a pioneering spirit and encourage individuals to flourish and embrace their futures as global citizens.

Aims

We aim for pupils to:

- Achieve their full academic, spiritual, physical and creative potential.
- Behave with 'unassuming confidence', showing generosity of spirit, respect for others and appreciation of diversity.
- Cultivate social and environmental awareness and an understanding of

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

their role as global citizens.

- Develop skills, self-knowledge and resilience to face positively all future challenges.
- Exhibit creativity, innovation and independence in their approach to learning and to life.
- Feel happy and secure.

Working together with parents and pupils, Wycliffe aims to support its pupils with Additional Needs to achieve their full academic, spiritual, physical and creative potential within a broad, balanced and relevant curriculum. Wycliffe uses the term 'Students with Additional Needs' (SWANs) as an alternative to SEND as we feel this is a more inclusive term. Pupils with Additional Needs are welcome at Wycliffe assuming that with reasonable adjustments, they will be able to access our curriculum. Whether they are a budding Apiarist, receiving the award for best actor in House Drama, taking a leading role in the rugby field, rowing at Henley or leading Quiz Club, pupils with Additional Needs take a full and active part in the myriad of extracurricular activities of the school together with pupils who do not have difficulties or disabilities.

Wycliffe as an independent school, is not bound to follow the SEND Code of Practice but operates with close reference to it to ensure best practice.

Consultant's comments

The school's focus on the development of individuals is evidenced in the observation of pupils during lessons. Pupils were persistent when attempting work, respectful of the needs of others in the classroom environment and were aware of their needs and what adjustments to employ to engage with the work.

Staff were sensitive to the differing needs and in particular listened and were reflective in responses to build confidence.

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 pupils** outlining:
- Policy for SEN/SpLD**
 - Support for policy from Senior Management Team**
 - Support for policy from governors**
 - Admissions Policy/Selection Criteria**
 - Identification and assessment**

<https://www.wycliffe.co.uk/wp-content/uploads/2020/09/SEN-DPolicyJuly2020.pdf>

see below

see below

see SH/enclosed/see below

see SH/enclosed/see below

Consultant's comments

The policies reflect the aims of the school and provide clarity relating to

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

	processes to ensure needs are met. Additionally, that quality first teaching response is employed through teachers having the information and training to support effective in-class adjustments. The management team and trustees support the policy and ensure that the school as a whole is providing inclusive education in design. This was further evidence by the Trustee for SWAN wishing to hear the feedback relating to the CRESTED visit. The admissions policy is clear and gives guidance for prospective parents to ensure that identified need can be met within the resources of the school. There is clarity regarding the process of deciding if need can be met.
Criterion 4	d) Give specific examples of the whole school response to SpLD For pupils who have Additional Needs, Wycliffe adopts a graduated approach, depending on the level of need and the stage of education as well as parental and the pupil's wishes, of assess, plan, do, review, to monitor and review progress and, where appropriate, to put in place interventions. The Learning Support Department at Wycliffe offers specialist learning support for children with specific learning difficulties such as dyslexia, dyspraxia and autism provided that they can cope with the mainstream curriculum. Pupils with other Additional Needs may be supported within the department, subject to evaluation by the school Head of Learning Support When pupils with identified Additional Needs (and those who are identified through our robust systems during their time at Wycliffe) join Wycliffe, we share details of those needs, the pupil's strengths and challenges along with guidance on how to best meet the pupil's Additional Needs in class through the use of Individual Pupil Profiles (IPPs). We compile the profiles using information from pupils, their parents and their previous school. These are then reviewed at least annually with input from the pupil, their teachers and parents and the Learning Support Department. Teachers follow the advice on the IPPs and work closely with the pupil, monitoring their work and progress, providing feedback and planning next steps. Specialist staff are available to provide further advice and support and teachers liaise with the Learning Support Department to ensure that their teaching meets the pupil's needs, for example by using multisensory teaching approaches. Small teaching sets enable pupils to be taught at an appropriate level to ensure confidence and achievement. In addition, pupils with AN may access: • 1:1 Learning Support lessons following a personalised programme of

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

support.

- Timetabled Supervised Study with a teacher on hand to offer support if required.
- If appropriate, timetabled small group Literacy lessons
- Lunchtime support sessions to help or advise on Prep or coursework assignments or revision Strategies
- Lunch time Touch Typing Club
- Subject specific revision or help sessions (subjects offered depends on staff availability).
- In-house assessment to identify access arrangements necessary to ensure equal access to internal and external examinations (in line with JCQ regulations).
- Exam access arrangements such as use of a reader, scribe and/or word-processor, rest breaks, extra time in internal/external exams for those pupils for whom there is evidence of need (where granted by the Head of Learning Support and in line with JCQ regulations).
- Speech and Language Therapist, Occupational Therapist assessments and 1:1 support sessions
- Support sessions from a Counsellor
- Support from Tutor's and boarding house staff to help pupils develop their organisational skills organisation by monitoring the completion of prep and putting support strategies in place if completing prep becomes challenging.

In the Senior school there are between 4 and 6 sets for English, Maths and Science in Years 9 - 11 (this number is flexible in order to accommodate differing year group sizes). Pupils are placed into sets based on their academic ability in each discipline, not on their literacy skills and pupils with Additional Needs span the whole ability range. In GCSE science, pupils are given the choice of following a separate Sciences course or a Trilogy Course. Pupils have a completely free choice from a wide range of GCSE options in Year 10 and Sixth Form options in Year 12. The latter of these includes BTEC courses for those for whom A levels are inappropriate, and the school will offer alternatives on an individual basis, such as the Arts Award in 2020 for a Sixth Form pupil whose SPLD and emotional crises put existing courses out of his reach. In doing so, a route to Higher Education was established,

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

which he now has entered successfully. The threshold for entry to Sixth Form is not set artificially high, and entry for Year 9 or 10 is depending purely on the pupil's ability to access the mainstream GCSE curriculum offered. All pupils undertake a CAT test prior to entry which is not in itself an entrance test but is used as a diagnostic test to help identify any issues that may arise prior to a pupil's start of course.

The curriculum can be adapted to meet pupils' Additional Needs. For example, In Year 9 pupils with an SpLD may choose to study one less subject in the curriculum to allow time for Learning Support. Whilst this is often a language, we are aware that many pupils with SpLDs enjoy languages, so alternative choices may be made. In Years 10 and 11, pupils can study a reduced curriculum to allow time for Learning Support and supervised study. In Years 12 and 13 pupils can choose to study from a wide range of A level subjects and three BTEC programmes. Pupils are guided to the course which best suits their academic potential, taking into account their Additional Needs. Learning Support is available for pupils in Year 12 and 13

In lessons teachers differentiate to meet the needs of pupils, using multisensory, adaptive approaches to teaching. Wycliffe has a Bring Your Own Required Device policy and pupils in Year 9 – 11 use iPads in lessons to access learning. Sixth form pupils may choose the device they bring.

Wycliffe's Additional Needs (SEND) Policy covers the whole school, although the Prep and Pre Prep also have their own individual policies in terms of day-to-day identification and provision for SWANs.

The College Head of Learning Support is responsible for the management and application of the Additional Needs policy across the whole school. The Prep and Pre Prep Heads of Learning Support implement the policy on a day to day basis in their respective sectors of the College. The Heads of Learning Support meet regularly and work together in a collaborative approach to support pupils with Additional Needs and to ease the transition for pupils moving to the next stage of their Wycliffe career. The Head of Learning Support is a member of the Academic Committee and so involved in matters such as curriculum development as part of the whole school approach to supporting pupils with Additional Needs.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

The Head of Learning Support meets regularly with the Head of Lower School and the Head of Sixth Form to discuss strategies for pupils with Additional Needs who might need further support and with the and the Health Centre Manager/School Nurse to discuss the support of pupils with Additional Needs who also receive support from the Health Centre.

The whole school database gives teachers access to pupil's IPPs, so that they can ensure their teaching is adaptive and meets pupil's Additional Needs. They are told when IPPs are updated.

At INSET at the start of every Academic year the Head of Learning Support shares information regarding pupils with Additional Needs, the role of teachers in identifying and supporting pupils with Additional Needs and appropriate and adaptive teaching and support strategies. There is Departmental and individual INSET available on request and a programme of CPD sessions throughout the year so that teachers are kept up to date with how best to support pupils with different Additional Needs profiles. INSET is also provided to support staff/Matrons in Houses to help support pupils with Additional Needs in House, for example helping them to organise their prep and support social skills.

Learning Support Staff meet regularly with parents and pupils at Parents Evenings and other meetings can be arranged if required. There is an annual cycle of written reports and progress grades from all teachers, including from Learning Support staff. All pupils with Additional Needs will be reviewed annually with outcomes shared with pupils, their parents and teachers.

The Council of Trustees, through the Head, is responsible for:

- ratifying policy
- establishing staffing and funding
- maintaining oversight of the school's Additional Needs provision.

The Head of Learning Support and the Deputy Head Academic, and through this, the Head, are responsible for:

- the management of SEND policy
- reporting to Council on the effectiveness of the SEND policy.

Consultant's comments

The school has a comprehensive response to pupils with additional needs, the process ensures that pupils can access the full curriculum and make good progress. The systems ensure that there is regular communication to discuss pupils progress and address concerns. The school invests in ensuring that staff have the tools and strategies to

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Independent Schools only	adjust teaching approach to enable pupils to access the curriculum. The lesson observations evidenced the use of ICT in a productive and positive way to enhance learning opportunities such as; the use of one note and other software to share screens and documents, make adjustments and address gaps in knowledge.	
	e) Number of statemented / EHCP pupils:	4
	Consultant's comments	
	The school maintains appropriate information for annual reviews and processes for pupils who have been assessed by the local authorities as having identified need.	
	f) Types of statemented / EHCP needs accepted:	
	We will consider all SpLD's and other Additional Needs provided reasonable adjustments can be made.	
	Consultant's comments	
	The school apply the processes within the admissions policy to identify if a pupil's needs can be met within the resources of the school.	

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:
- Parents of external pupils and pupils transferring from Wycliffe Preparatory school are encouraged, during the Admissions process, to discuss with the Admissions Manager and the Head of Learning Support any Additional Needs the prospective applicant may have and/or reasonable adjustments they consider would assist their child, in advance of application for a place at Wycliffe College. Parents are asked to provide reports from medical and/or educational specialists if their child has any of these documents along with school reports and Profiles. In addition, the application form prompts parents to provide details of Additional Needs. If the pupil has not been previously assessed, or the assessment is now out of date, the Head of Learning Support may request an up-to-date assessment of the pupil, to determine whether the applicant can be adequately catered for should an offer of a place be made, and to ensure they are able to fully participate in the education provided at Wycliffe. The Head of Learning Support meets prospective parents and/or pupils with a history of Additional Needs to discuss the pupil's difficulties and the level of support needed. The Head of Learning Support may request parental permission to contact a pupil's current school to ensure that a full picture of the reasonable adjustments required for that pupil is gained to ensure that Wycliffe can meet their needs.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

The Head of Learning Support, contacts feeder schools and visits those where there are several pupils joining Wycliffe. The Head of Learning may, exceptionally, observe a pupil in their current setting if Wycliffe believes it would help them establish if the Wycliffe could meet their needs.

To help smooth transition to the Senior School of pupils with Additional Needs who transfer from Wycliffe Preparatory School in Year 8, The Head of Learning Support from both parts of the College meet during the summer term prior to entry into Year 9, to discuss the Individual Pupil Profiles and needs of pupils in Year 8. Records are transferred to the Senior School and the Head of Learning Support invites parents of Year 8 pupils with Additional Needs, to meet with her to discuss transition to Year 9, the pupil's learning needs and any additional support they might need in Year 9. Parents of external applicants joining Year 9 are also invited to meet or discuss with the Head of Learning Support at this stage. In addition to the whole school transition programme, in the Summer term, Pupils from the Prep school with Additional Needs are invited to meet the Learning Support team and pupils from the current Year 9 and follow a transition programme. Additional visits are available should a pupil need them. A tailored transition programme is available to external pupils if required.

Pupils with identified Additional Needs are placed on the school Additional Needs List. In the Autumn term Year 9 and new pupils in Year 10 undertake literacy and cognitive screening tests. Pupils in Year 12 undertake cognitive screening and a handwriting assessment. In the Summer term of Year 9 follow up literacy assessments are completed to review progress. Follow up assessments of pupils joining in Year 10 are conducted if deemed necessary. Parents of pupils with unidentified learning difficulties are contacted if the results of the above tests are a cause for concern and further assessment or monitoring may be recommended. Pupils with below average scores are offered a range of support. This usually includes placing these pupils on the Additional Needs list and beginning a graduated approach to intervention.

Wycliffe monitors the academic progress of all pupils and if a pupil is not making the progress we would expect, they will follow the referral process. There is a SWAN referral form in the School's Shared drive for any teacher to

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

refer a pupil. Parents can refer for assessment and pupils may self-refer. Pupils with identified Additional Needs are placed on the school's Additional Needs list. The Head of Learning Support (at the Senior, Prep and Pre-Prep Schools) responsible for the identification of pupils to be placed on the Additional Needs list and for the sharing of relevant information to support the pupils learning needs. However, teachers, tutors and house staff have a crucial role in helping identify pupils with Additional Needs, by referring pupils who cause concern and by teachers and tutors tracking the academic progress of pupils. If it is identified that pupils may have particular challenges with their learning, evidence is gathered and a referral to the Head of Learning Support made. Parents are then contacted, concerns outlined, possible assessment options are discussed and if appropriate, the process of assessment and identification begins.

Consultant's comments

The process of identification of need is clearly stated within the process of admission. The transitions into yr 9 are detailed and evidence the care taken to ensure pupils receive the support to meet their need on entrance into the school. This robust approach ensures that the school can meet need and that pupils will access the curriculum whilst at the school. Tracking and identification by teachers is a key part of this process and the training undertaken enables staff to have the skills and knowledge to identify pupils with challenges and collaborate with the Head of Learning support to consider the options available.

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

In all sections of the school, there is a recognised procedure for the identification of dyslexia or any other Additional Need. When a member of staff raises concerns about a pupil that may indicate an Additional Need, they complete a SWAN Cause for Concern form which is forwarded to the Head of Learning Support. The pupil's teachers, tutors and House Staff are contacted to gain a rounded perspective. The Head of Learning Support reviews the information and decides on the appropriate action. Parents are contacted and the concerns are outlined. Parental permission is sought to request an assessment and/or observations. These may be conducted by the relevant school staff, or if more suitable, by an external assessor such as an Education Psychologist, Consultant Psychologist or Psychiatrist, Speech and Language Therapist or an Occupational Therapist. Learning Support lessons may also be recommended and do not necessarily depend on an Education

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Psychologist assessment.

Following assessment an Individual Pupil Profile (IPP) which informs staff about a pupil's strengths, challenges and specific needs, as well as strategies to support the pupil are added to the Additional Needs List (with parental permission). Teachers and House Staff are made aware of how to access this information in order to inform their teaching and to further support the pupil's learning. Teachers can also access those profiles aligned to their teaching set lists. Teachers are required to ensure that they have noted a Pupil's Additional Needs status. Copies of the IPP are talked through with pupils and are sent to parents with the option to discuss them should they wish to.

When existing pupils have an updated report from a professional such as an Education Psychologist IPPs are updated and reissued, and the pupil's teachers are invited to an update meeting. Pupils who are included on the Additional Needs List are assigned a star to signify their level of support and need. If the pupil attends Learning Support lessons, then a set of Learning Support targets are devised and reviewed on a regular basis. Targets are included in the written reports by Learning Support teachers. Pupils who do not have individual Learning Support lessons may receive support through Literacy groups. Any pupil with Additional Needs may access support from the Learning Support Department at lunch times.

Consultant's comments

There is a robust and clear process to support any pupil who has been identified as having a need. There is an effective communication process to ensure that all parties are aware of the concerns and how they will be addressed.

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

The Head of Learning Support can arrange a formal assessment with an Educational Psychologist (on a private basis and with an additional cost to parents) with whom Wycliffe has a close working relationship should parents desire this and should it be deemed necessary. It is not necessary to obtain a full Educational Psychologist assessment for access arrangements or to support learning as this can be carried out 'in house', but it is sometimes helpful to have a full, in depth assessment of the pupil's needs especially

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

when parents would like a formal diagnosis and a full written report following the assessment as Learning Support staff do not ordinarily produce full reports for any assessments they carry out (due to time constraints) .

Wycliffe has a formal working relationship with a range of assessors: an educational psychologist, a Cantonese and Mandarin speaking Educational Psychologist (specifically for EAL pupils with suspected Additional Needs whose first language is either Mandarin or Cantonese), specialist dyslexia assessors, a Speech and Language Therapist and an Occupational Therapist each of whom will work with pupils in school if appropriate. All specialist assessors are either HCPC registered or hold a current Assessment Practising Certificate.

An Educational Psychologist assessment may be carried out at various points in a pupil's life. For example, when possible Additional Needs have been identified, prior to GCSEs or A levels. Where a pupil with Additional Need has not had an Educational Psychologist assessment previously, it may be appropriate that they access an assessment in order to apply for the Disabled Students Allowance (DSA) when they progress to Higher Education. The school is not obliged to accept privately commissioned assessments as evidence for reasonable adjustments for Additional Needs such as Access Arrangements. Parents should discuss with the Head of Learning Support such assessments in advance, Once a report is received by the Head of Learning Support she will discuss the findings with the pupil and parents to agree next steps.

Consultant's comments

The range of assessments provided is wide, thus enabling parents to have choice. The school is clear with parents regarding the provenance of a report and that these are separate for the requirements of the JCQ regulations regarding access arrangements.

4. Teaching and Learning

4. a) How is the week organised?

Wycliffe operates a fortnightly timetable, with 7X 45 minute teaching periods in a day with five teaching periods on a Thursday and four teaching periods on Saturday mornings (Sixth formers have Saturday mornings free for private study) Games are held on Thursday and Saturday afternoons, with an

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

additional Games session on either Mondays for Lower school pupils or Tuesdays for Senior pupils. The day begins with Assembly or Chapel at 08:25 and lessons end at 16:10pm. There is a Tutor period each Monday period 1. There are two teaching periods before a 25 minute break and then 2 teaching periods before lunch, which begins at 12:25. Following afternoon registration in House at 13:35,, pupils attend 3 lessons in the afternoon. There is a break of 5 minutes before lessons to allow pupils to get to their next lesson. Double lessons have a 5 minute break in the middle to allow pupils to, for example, take a comfort break or a movement break. These frequent breaks are particularly helpful for pupils who may have attention difficulties as it provides a rest break. Activities begin at 16:20 with prep being held from 17:30 to 18:30 and from 19:30 to 20:30. Teachers on duty supervise prep. Pupils who need close supervision may be supervised in a group perhaps in a classroom by a member of staff. Those who can work independently may study in their study bedrooms/study rooms.

Consultant's comments

The school provides a broad and balanced week to maximise the learning experience.

- b) Details of arrangements for SpLD pupils, including prep / homework:
- Pupils with SpLDs follow the same curriculum as other pupils, with reasonable adjustments as necessary. These may include, for example, studying one less subject to allow time for Learning Support lessons or Supervised Study. Baseline assessments are part of the information gathering used to help setting in Science, Maths and English, alongside in-class assessments. Individual Pupil Profiles are also used by subject teachers to inform setting and teaching.
- The staff consult the Head of Learning Support or other members of the Learning Support Team regarding the best approach to supporting pupils with Additional Needs in lessons. Careful and flexible setting – with several small sets – allows work to be set and marked and feedback given which enables pupils to achieve and make progress.
- There is a strong emphasis on the use of ICT and assistive technology to support learning in class and for prep. All pupils (not just those with SpLDs) frequently use iPads or laptops to complete tasks. These are wireless linked to the school network, enabling students to access staff for advice and support outside of the lesson if they cannot talk to them in person. The school

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

uses Firefly to post prep and Teams for work in class or for remote access to lessons, support or advice. Teams was a key part of Wycliffe's remote learning strategy that was highly successful in lockdown enabling us to continue to provide Learning Support lessons for pupils with SpLDs.

All boarding pupils complete prep in House and day pupils may stay to complete prep. Duty staff are aware of pupils with Additional Needs, so can offer support if required. Prep is supervised by Duty staff and is set and marked in line with marking policy and with regard to Additional Needs advice. Pupils who have difficulties with personal organisation are supported by teachers and House Staff to meet deadlines. Pupils with Additional Needs can access support with prep at lunchtimes in the Learning Support Department. All pupils, including those with SpLDs, can access lunchtime and after school subject support sessions. Pupils who, as a reasonable adjustment, have supervised study can complete some of their prep in a timetabled session during the school day with a member of staff on hand to offer help if required.

Consultant's comments

There is an emphasis on the use of technology to support both class and prep work. This enables pupils to work independently whilst having the choice to seek support, when necessary, this collaborative approach has benefited pupils completing work independently outside of the classroom. This was commented on by both parents and pupils, stating they value the ability to see how they could support and help effectively from clear instructions and outlines.

Criterion
3 & 4

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

Curriculum Support:

The Academic Leadership Team regularly monitor pupils' work, viewing students' files on a half termly basis. The Deputy Head (Academic) is responsible for supervising the implementation of the school's policies on teaching and learning, assessment and marking, as well as differentiation for pupils with Additional Needs, EAL and on the G&T register. These are contained in the School Handbook and are reviewed regularly.

INSET on teaching pupils with Additional Needs is also undertaken at least once a year by the Head of Learning Support, there is CPD offered on aspects of supporting pupils with SpLDs and a comprehensive Learning

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Support Handbook is available for all staff which offers support and information for teachers. Staff can access the IPPs for SWANs which include strategies to support pupil learning in class on iSAMS.

For pupils with Additional Needs whose parents request it, there are weekly individually tailored Learning Support lessons which may include support such as study skills, effective revision strategies, using access arrangements effectively and pre- learning key words or consolidating learning from subject lessons. The Learning Support Department liaises with subject teachers and supports their subject with their guidance.

- Literacy Support: During the autumn term of Year 9, the Learning Support Department undertakes a whole year group literacy assessment to identify any possible weaknesses in reading and spelling. New pupils in Year 10 are also assessed. If difficulties are identified, then pupils and parents are contacted and support offered. Intervention is offered in small literacy support groups for reading and/or spelling and/or writing, taken by a member of the Learning Support Department. The intervention programme is designed to meet the pupil's needs and teachers will make use of a range of resources (as indicated by the assessment data) such as Units of Sound, or Beyond English. One-to-one support may also be recommended.

For pupils who attend Learning Support, literacy levels are assessed following the departmental Assessment Policy in order to ascertain levels in reading, writing and spelling, to set initial targets for literacy if appropriate and to track progress. These are reviewed regularly. These pupils also have Learning Support Targets which are set and reviewed according to an agreed cycle (dependent on year group and need, as per departmental policy), and these are agreed with the pupil following consultation with a pupil's teachers, a review of academic reports and in relation to their specific Additional Needs. These targets are kept in the class file for each pupil and form the scheme of work for that individual pupil for Learning Support. For pupils who do not attend Learning Support but are on the Additional Needs list, and for pupils who cause concern, literacy levels are assessed by a member of the Learning Support team in the department and support put in place as necessary. At the end of Year 9 pupils are reassessed to monitor progress and review support needs.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Pupils in the Sixth Form occasionally need literacy support, perhaps to help them to develop their academic writing or revision skills. This is provided in Learning Support lessons with Learning Support teachers following subject specific advice.

Consultant's comments

The lesson observations evidenced consistently that staff were adept and knowledgeable in adapting their lessons to meet the needs of individuals. The use of ICT in the doing of this was tailored and enabling students to work in the way suited to them. For example, each pupil undertaking writing could have a different colour background, light or dark and font to support reading and writing, The teacher was able to have individual work on her pad to discuss and promote stretching to improve work.

Clear success criteria was observed and prompts on 'how to start', additionally, there were visual cues to support points and verbal checking of understanding prior to writing with positive reinforcement where required. Teachers consistently checked understanding and recall of previous lessons to inform understanding; there was highlighting of key information and command words. In observed lessons there was clear actions provided to pupils to reference independently whilst learning, and responsibility for being engaged in the process of their learning.

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

The whole school data base (iSAMS) contains the Additional Needs list and Additional Needs information regarding each pupil. Pupil information is presented on an Individual Pupil Profile (IPP) for each pupil on the list which outlines needs, strengths and challenges, suggested strategies and exam arrangements. Teachers can also access these profiles aligned with their teaching set lists (called SWAN IPP Report), which contains the same information but in a more accessible format for multiple pupils. This information is updated on a regular basis.

Those pupils who attend Learning Support also have Learning Support Targets which are set according to an agreed cycle (dependent on year group and need), and these are agreed in consultation with the pupil and their teachers, as well as related to their specific Additional Needs. These targets are kept in the class file for each pupil and form the basis of scheme of work for that individual pupil. Targets for pupils on the Additional Needs List but not attending learning support are set in accordance with the Assessment Policy, as for all pupils, and these are reviewed on a termly basis by academic tutors. Teachers are instructed to ensure academic targets give formative advice for future learning and improvement and therefore, for SWANs, one of these targets should be Additional Needs -related and mindful of a pupil's individual profile. Tutors are instructed to liaise with the Head of Learning

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Support regarding pupils who do not make expected progress. Subject teachers and tutors also have a system of Individual Plans (IDIP) to support a pupil in a particular subject / with their learning. All staff are obliged to read and follow the Additional Needs information for those on the list whom they teach and they are alerted to the IPPs at the beginning of the academic year and whenever the information is updated or a new pupil added to the list. Staff are invited to consult the Learning Support Department regarding their pupils at any time.

Please indicate **two examples** enclosed

Info.
Rec'd

Consultant's comments

The examples illustrate the knowledge and understanding which inform the targets, and the diligence and care of the process to support pupils in their learning. The information is clear and concise, providing knowledge for the subject teachers to know and understand the pupils.

This was evidenced by asking teachers how they know what progress pupils are making and how they communicate. Staff commented on how approachable the Learning Support Department is and the confidence this provides in adjusting their teaching.

e) Records and record keeping:

In addition to records kept on the whole school data base, each pupil with Additional Needs has 2 files. One is for on-going teaching purposes (the class file) and the other is for the storage of all relevant and confidential documents, such as assessments by the Head of Learning Support or by Educational Psychologists, updated IPPs, funding applications, as well as details and documents confirming access arrangements. These are kept securely in locked filing cabinets in the Learning Support Department.

Consultant's comments

Records are duly kept appropriately and easily accessed by staff.

Criterion 3

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

The process identified as enabling identification and assessment of need are shown clearly in the examples provided. The information illustrates the tracking of progress and the attention to the communication of needs with all parties involved with the pupil.

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	168	107	100%	78.3 %	139.1	48.9

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

SpLD Pupils	69	31	100%	72.7	123.4	52.38	
GCSE & BTEC	No. of pupils 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	79	93.4%	97.5%	100%	n/a	n/a	n/a
SpLD Pupils	45	92.5	97.8	100%	n/a	n/a	n/a

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:

Year 9 and new Year 10 Literacy screening

Year 9 Numeracy screening

Cambridge English exams for pupils in Years 9 - DY

IELTs for Sixth Form pupils

Consultant's comments

The school proactively manage assessments and their use as a rich data pool to enhance interventions and outcomes. The assessments support the identification of pupils with additional needs as well as indicating what adjustments might be trialled as a normal way of working for examination adjustments.

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

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

The Learning Support Department is located in School House, the main School building. It is on the third floor and occupies four rooms. The LSD has

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

a wide range of resources with appropriate teaching materials and textbooks and a wide range of assessments. Each room has a computer with specialist software and the use of interactive whiteboards in three rooms. The LSD is well established and is popular with pupils and teachers. It is centrally but discretely located in the school, with close proximity to the library. The school also has a purpose-designed exams building which offers suitable accommodation for a range of exam arrangements, such as rooms for pupils with readers and/or scribes, computer access and separate booths for those who require separate invigilation. They are supervised and supported by a team of well trained and well briefed team of invigilators who make it as possible as they can for pupils to give of their best in exam situations within the JCQ regulations.

Consultant's comments

The Learning Support Department is in the central area of the school whilst allowing pupils to engage with the space sensitively. The space is well resourced and rooms are spacious for individual pupils to attend.

Criterion 5.2

b) ICT:

The school is committed to using high quality assistive technology where appropriate. There is a college wide secure wireless network that pupils can connect to. A range of hardware from PC's to Macs are available for pupils to use across the campus including specific hardware like keyboards where necessary. Pupils in the Lower school each have their own iPad as part of the school's BYORD policy for use to enhance teaching and learning and there are a range of apps in use which support pupils with SpLDs, such as Explain Everything, Show Me etc. along with accessibility tools such as Immersive reader or Voice Over which allow pupils to use a computer reader or speech to text options. Older pupils may choose the type of device they want to use. Teachers make use of Microsoft Teams to support remote learning and to offer advice and support. Our academic portal VLE 'Firefly' can be used to add resources, including audio and video files easily, so that staff can upload these for pupils to access from anywhere and prep is recorded on Firefly so pupils can access via the academic web portal or the 'Firefly for Students' app. Interactive whiteboards and computers are located in all teaching areas. The college has an annual subscription to One Stop English, to assist literacy intervention work, and other resources such as Quizlet teacher accounts, along with other subject specific resources such as Languagenut or MathsWatch to assist with interactive learning. The iSAMS database is used

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

to store and disseminate information to support dyslexic pupils and SISRA is used to track progress of individual pupils with SpLD and across subject areas. Pupils are encouraged to use ICT in class and for private study for example, with resources from one note. In lessons all pupils, not just those with SpLDs often type work in class using their iPad. ICT is a major feature at Wycliffe and is incorporated into the teaching plans of each subject

Consultant's comments

The school has embraced ICT solutions, and this has been of benefit whilst having to provide home based solutions during the pandemic. The use of IT in the lessons observed evidenced this seamless way of integrating computers and their benefits into classroom teaching and the transference of these resources for pupils in specialist lessons for example being able to look at lesson slides and annotate and check understanding of terminology and build action plans from instructions.

Criterion 5.3

- c) Details of access (special examination) arrangements requested and made for SpLD pupils:

The Head of learning Support regularly attends INSET to ensure that she complies with the Joint Council for Qualifications (JCQ) Regulations regarding Access Arrangements for Public Examinations. She has completed the CCET and CPT3A qualifications, is a specialist teacher and has her training as a specialist assessor. All pupils on the Additional Needs list are assessed for access arrangements, initially by the Head of Learning Support or a qualified member of her team, and/or, if necessary, by the Educational Psychologist, or further assessment by the SENCo. Following assessment, the pupil's IPP is updated and a report is written (Form 8), if applicable, and applications to the JCQ are made online for the following special arrangements: extra time, readers, scribes and modified papers., Other exam arrangements which do not require application to the JCQ are also put into place for candidates as appropriate and in accordance with regulations, such as: separate invigilation/read aloud, rest breaks, prompts, naming of colours for pupils who are colour blind, exams printed on coloured paper, use of coloured overlays, use of a word processor (in accordance with the school policy on the use of word processors for exams). Applications for all of the above have been successful and as a result Wycliffe offers a very high level of differentiation to pupils needing access arrangements.

For pupils sitting internal (school) examinations in and beyond Year 9, special arrangements are made following assessment by a qualified member of the

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Learning Support Department. The Head of Learning Support will not normally recommend access arrangements in Year 9 which are unlikely to be granted at GCSE but appropriate arrangements are trialed and through Year 9 and Year 10 to be sure there is sufficient history and evidence for GCSE. Pupils in Year 12 are either re-assessed or their exam arrangements are continued, providing that they meet the JCQ 'Five Conditions'.

Consultant's comments

The school is robust in identifying and providing the appropriate evidence in line with JCQ regulations, focusing on what pupils need from evidence built from staff and pupil review.

Criterion 5.4

d) Library:

The senior school library is housed in School House, at the centre of the teaching block. It is well resourced with an experienced and helpful library team to help students with their reading choices.

The library catalogue is made available to all students using the school network via <http://library.wycliffe.co.uk/#!/landingPage> This can be both in school and when the students are at home. Students can search and reserve items themselves, check Quick Reading Lists by subject and/or genre and create lists of their own for future reference.

The Library uses Planet eStream software to provide access to free to view TV programmes recorded by the Library Team, Feature Films and Podcasts. eBooks and eAudioBooks are available through <https://wycliffe.eplatform.co/>

Easy Reads and Quick Flicks such as ones published by Barrington Stoke and 'Dyslexia friendly' reads are stored separately, encouraging reluctant readers along with a good selection of Manga and Graphic Novels. The graded readers for EAL pupils are also appropriate for Dyslexic pupils.

All magazines are now available digitally via

<https://wycliffe.fireflycloud.net/library>

Also included here are good quality research tools for specific subject departments.

The Library Team offer training to all students and staff in the use of the library resources. Regular competitions and promotional displays are created

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

to encourage students to enjoy reading for pleasure. Teachers can book the mobile library trolley to come to classrooms with selections of books, to encourage conversations about reading and making good book choices.

Consultant's comments

The library is spacious and useful for pupils to access and to work independently. The approach further evidences the seamless and pertinent use of software solutions to widen access and use.

6. Details of Learning Support Provision

LSC 6.3

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

The Learning Support Department is well established and is popular with pupils and teachers. It is centrally but discretely located in the school, with close proximity to the library. Pupils attend the department both for support with learning (literacy support, study skills, help and advice for exams etc.) and for assessment. Pupils can and do self-refer when they have concerns about their progress. Pupils meet regularly with their Learning Support teacher and the Learning Support staff are often a first port of call, along with the academic tutor, in terms of supporting academic progress. Teachers also access the Learning Support department and staff for advice and training on matters relating to Additional Needs and parents liaise frequently with Learning Support staff. It therefore plays an integral and role in the support of pupils with SpLD.

Consultant's comments

The Learning Support Department is well established in the school and highly regarded by staff and pupils, this enables pupils through removing barriers to access to maintain progress in their studies and support self-awareness regarding need.

LSC
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

The Learning Support Department (LSD) is located in School House, the main School building. It is on the third floor and occupies four rooms. The LSD has a wide range of resources with appropriate teaching materials and textbooks. Each room has a computer with access to predominantly cloud based resources for example, Exact (a literacy assessment tool) and the use of interactive whiteboards in three rooms. There are five Learning Support teachers, including the Head of Learning Support. Each teacher has a number of pupils across the year groups who are assigned to them and they regularly support these pupils through one-to-one sessions. The Learning Support teachers also run intervention groups and offer lunchtime support

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

		sessions, under the management of the Head of Learning Support	
		Consultant's comments	
		The Learning Support Department is a well-used and respected department within the school structure.	
LSC 6.6	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery? The Head of Learning Support does have Head of Department status and acts on an advisory role to curriculum development through membership of the Heads of Department and Academic Committees and ad hoc consultation and trustee contact.	
		Consultant's comments	
		The Head of Learning support has Head of Department status and actively inputs into the curriculum design and delivery, this was clearly evidenced in the lesson observations and policies and processes of the school.	
	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 pupils in school	Info. Rec'd.

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 staff are well qualified and experienced and deliver high quality provision for pupils. Furthermore, as part of the staff body they engage with all colleagues to support adjustments in the delivery of the curriculum.	
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. 4 teachers in the Department are specialist dyslexia teachers and exams assessors, one member of staff is currently training to be an exams assessor	
		Consultant's comments	
		The lessons taught in the Unit are delivered by specialist staff with knowledge and experience.	

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

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:

Parents praise the approach of the school to meet the needs of their children. They commented positively on the communication, particularly during the pandemic. They acknowledge the positive benefits of how the school have embraced IT and the many adjustments this has enabled particularly relating to prep work. They further commented on the positive relationships between staff and pupils and the value their children feel.

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

Pupils were enthusiastic and knowledgeable of how staff meet their needs, and gave examples of use of mind maps, chunking of the work, use of words with visual cues to help learn terminology. They commented on having access to resources prior to the lesson to support understanding, teachers acting out information to make points easy to remember, and use of one note to provide easy access to work wherever it takes place. They value the small classes and understand the increased time and understanding this gives them with the teacher. They confirmed that the 1-1 lessons use shared resources to help reinforce understanding of what has been taught in lessons. They were aware and understood the kindness and attention to their learning by staff was an important part of their progress and development of self-awareness.

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:

The school meets and exceeds the criteria across all areas and I recommend re registration without reservation.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	