



Council for the Registration of Schools Teaching Dyslexic Pupils

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

Date of visit:

6th December 2021

Name of Consultant(s):

Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Wycliffe College Preparatory School Ryeford Hall, Stonehouse, Gloucestershire, GL10 2LD Tel: 01453 820470 Fax: 01453 827634 Email: prep@wycliffe.co.uk Web: www.wycliffe.co.uk	Rural	123 boys 96 girls Ages 3-13	Dysc Dysl P&S	ISI, HMC, IAPS, BSN, Potential + Round Square Candidate School, AEGIS
	Ind Bdg Wk Bdg Day			

Comments: The Preparatory School Learning Centre is proud of its excellent reputation for providing specialist support for pupils with mild dyslexia, dyscalculia and dyspraxia. We provide different levels of support, including one-to-one teaching with SEND qualified staff, differentiated classroom environments and targeted teaching methods. Through this support, we aim to boost self-esteem and meet the individual needs of our children alongside the mainstream curriculum. Our specialist one-to-one teachers work closely with teaching staff to ensure the needs of our children are effectively met in all aspects of school life. We carefully consider the profiles of prospective pupils, in order to gauge our ability to make the reasonable adjustments required to meet their individual needs.

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 Preparatory School		
Address of school:	Ryeford Hall, Stonehouse, Gloucestershire GL10 2LD		
Telephone:	01453820470	Fax:	01453 827634
Email:	prep@wycliffe.co.uk		
Website:	www.wycliffe.co.uk		

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

Name:	Mrs Helena Grant
Title (e.g. Principal):	Head
Head/Principal's telephone number if different from above:	
Qualifications:	Bed Hons Primary Geography & Environmental Science
Awarding body:	Plymouth University

Consultant's comments

Mrs Grant became Head of Prep in September 2020 and embodies the robust academic approach on offer which encourages enquiry and a desire to learn. There is a key focus on developing a student to have strong emotional awareness and resilience and understanding of themselves. There is a commitment to inclusive education and a smooth transition for students when they move from pre prep to prep and then on to senior schools.

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

Name:	Chris Guest
Title (e.g. SENCO):	Head of Learning Support
Telephone number if different from above:	
Qualifications:	B.Sc. PGCE Post Graduate Certificate in SpLD (Dyslexia Institute).
Awarding body:	De Montfort University, Bedford York University

Consultant's comments

The Head of Learning support is well qualified, knowledgeable and understands the needs of pupils within the school. seamlessly, and carefully ensuring that pupils have support which is tailored and holistically delivered through quality first teaching. He is committed to the school improving confidence and as a whole to enable progress and self-awareness of individual students.

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1. Background and General Information

Independent Schools only	1. a) Dep't of Education Registration No.:	9166018			
	b) Numbers, sex and age of pupils: Total	SpLD	Accepted age range		
	Day:	Boys:	96		3-13
		Girls:	77		3-13
	Boarding:	Boys:	27		7-13
		Girls:	19		7-13
	Overall total:		219		3 -13
	Consultant's comments				
	c) Class sizes – mainstream:	18			
Consultant's comments					
The classes observed varied in size between 7-14 One of the year groups was isolating due to the pandemic so was not available for observations					
d) Class sizes – learning support:	1:1 or Intervention 6				
Consultant's comments					
Lessons observed were a 1-1 and a group of 4 intervention					
e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:	ISI report of 2016 indicated that the school fulfilled the aim of ensuring pupils are happy and secure. There was effective communication, children were well known as individuals, sharing of information relating to need was extremely efficient. There were positive, respectful relationships between staff and pupils, there is a system of buddies and mentors where pupils learn to take responsibility.				
f) Current membership (e.g. HMC, ISA etc.):	ISI, HMC, IAPS, BSN, Potential + Round Square Candidate School, AEGIS				
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-prep-school-prospectus.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/Wycliffe Preparatory School.pdf				

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- iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed or provide link to view information via the internet

<https://www.wycliffe.co.uk/admissions/schedule-of-fees/>

Consultant's comments

The school provides clear information of the school and the staff. The school was inspected by ISI in 2016. Fees are clear and indicate that additional lessons are charged with a breakdown of the rate.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

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 for Pupils

- 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 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.

Our Learning Centre provides support for children that are able to access the curriculum but need additional help to overcome various barriers to learning that may prevent them from achieving their full potential.

We provide different levels of support, including one-to-one specialist teaching with SEND qualified staff, intervention, differentiated classroom environments, and targeted teaching methods. Through this support we aim to boost self-esteem and meet the individual needs of our children in supporting their full access to mainstream curriculum.

Our specialist one-to-one teachers work closely with teaching staff to ensure the needs of our children are effectively met in all aspects of school life.

The Learning Centre also has a Challenge Room for Subject Leaders. Many of our SWAN (Students With Special Needs) are also on our Subject Leader program.

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Criteria
1 & 2

We carefully consider the profiles of prospective pupils in order to gauge our ability to make the reasonable adjustments required to meet their individual needs.

Consultant's comments

The aim and philosophy of the whole school is evidenced through the learning centre integrated into the school. The staff in the centre collectively provide knowledge and support, working with all teaching staff to collectively make suggested adjustments to ensure needs of individual pupils are met. The pupils value the support and how this is holistically provided to enable pupils to access the mainstream curriculum

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

Information
received

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

- i. **Policy for SEN/SpLD**
- ii. **Support for policy from Senior Management Team**
- iii. **Support for policy from governors**
- iv. **Admissions Policy/Selection Criteria**
- v. **Identification and assessment**

Information received

Consultant's comments

The SEND policy affirms the commitment of the school to a fair assessment to meet the needs of pupils with Special Educational needs and /or disabilities, endeavouring to work closely with pupils and parents within the available resources.

There is clear support from Senior Management and from the governing body. The SWAN governor was able to attend the meeting to hear the feedback from the visit and indicated clear interest in the views of the children.

The admissions policy clearly identifies for parents the position of the school in encouraging applications from diverse backgrounds and the rigorous and robust application process to ensure that there is adequate provision for needs can be met.

Criterion 4

- d) Give specific examples of the whole school response to SpLD

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

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

The SENCOs 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.
- Lynn Duncan is our Trustee responsible for SEND

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Wycliffe Preparatory School is divided into three departments: Pre, Middle and Upper Prep. Pre Prep consists of the Pre Prep Department and Nursery, admitting children from 3.0 – 7 years; whilst the Middle and Upper Preparatory School continues their education from 7 –13 years of age, at which point students transfer to Wycliffe College Senior School.

Wycliffe's SEND Policy covers the whole school, including the Preparatory School and Nursery. The College's SENCO, Mrs Elizabeth Dytham, is responsible for the management and application of the SEN policy across the whole school, whilst Heads of Learning Support implement this policy on a day to day basis in their respective sectors of the College. Thus, at Wycliffe Preparatory School, the Head of Learning Support, Mr. Chris Guest, is responsible for SWAN provision for children from Years 1 – 8, whilst SENCo for the early years, Mandy Hawes, is responsible for SWAN provision from 0-5. Transition of responsibility takes place at the end of Reception. EYFS follows the graduated pathway as outlined in the EYFS policy.

In all sections of the school there is a recognised procedure for the identification and assessment of dyslexia or other special needs. Parents, teachers or support staff can all raise a concern. Members of staff complete a 'Cause for Concern' form, which is forwarded to the Head of Learning Support who, with parental agreement, may observe and arrange the assessment of the child. Following assessment, the child's needs are discussed with the child's parents and tutor. If the child is at an appropriate age, a formal assessment by an Educational Psychologist may be recommended. Learning support may also be recommended, and does not necessarily depend on EP assessment. Also, following assessment, a 'SWAN Profile' informing staff of the child's strengths, weaknesses, specific needs and recommendations is added to the database. Parents are informed that their child has been entered onto the data base.

Recommendations for Learning Support are made. If individual learning support is recommended, a more specific 'My plan' will be devised for the pupil outlining the framework of provision. The pupil and parent have the opportunity to be consulted with regard to the 'My Plan'

In the Prep School, children listed on the data base as having a SpLD receive varying levels of support depending on their needs. Teaching assistants support teachers to differentiate work, generally supporting literacy and numeracy but importantly help to create a SWAN friendly environment in class. In all years a variety of staff also provide small support group intervention if needed. In addition to this Pupils are also withdrawn for small group social skills support where required.

Parents are charged additional fees when a child needs more extensive support. Some receive learning support via individual lessons with a qualified specialist, on a withdrawal basis. Some children require a LSW to meet their needs 1:1 in the classroom. Private Speech and Language Therapy and Occupational Therapy sessions are also arranged through school and can take place in the school. The support of Local Authority linked outside agencies is available for under 5s.

In order to timetable learning support lessons, some pupils are permitted to follow a slightly modified curriculum. For example, whilst all pupils follow the General Curriculum, pupils may be timetabled to receive learning support

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instead of a subject lesson. Other students may also follow a slightly reduced curriculum, opting out of other subjects.

The whole school database contains extensive and detailed information about every child for which a concern has been expressed. All staff have access to this and are advised to refer to it on a regular basis. The SWAN (Students with additional needs) Profile is a SWAN style passport detailing the strengths and weaknesses of each child and advice for Staff on classroom strategies. Teachers consult and liaise with the SEN department to ensure their teaching is appropriate and meets the child's needs. The Senior Management Team and Head of Learning Support scrutinises planning at intervals and observes lessons to ensure advice given by the department is followed. The Head of Learning Support at the Preparatory School and the Senior school meet regularly to discuss pupils and strategy. When Y8 pupils transfer to the Senior School a transfer meeting is held. The school database ensures SWAN information is passed seamlessly between all areas of the school.

Lessons are differentiated following advice from the SEN department. The Department offers INSET to Staff, formally meets with the Teaching staff, twice a year to discuss individual pupils profiles and strategies that could be used in class. Whole school SEN INSET is planned for the beginning of the Autumn Term and in April.

Parents are kept informed of their child's progress by twice yearly SWAN parents' evenings.

Small class sizes enable students to be taught at an appropriate level to ensure confidence and achievement.

There is a strong awareness of specific learning difficulties throughout the Staff body.

The Head has considerable experience in all matters SEND and fully supports the SEN Department in its targets to remove barriers to learning, through encouraging access to staff training, qualifications and excellent facilities.

Consultant's comments

There is ample evidence, from lesson observations and information provided through ICT, of the whole school approach and response. Information is disseminated efficiently to support teachers in providing QFT within the classroom setting, staff know the adjustments and provide a discreet and knowledgeable response, thereby ensuring that pupils make good progress. Small class sizes play a key role in this approach. Additional TA support put in place through reviewed prioritisation support pupils holistically.

e) Number of statemented / EHCP pupils: 3

Consultant's comments

The number of pupils with ECHP are small and the school has efficient tracking for the review process required to monitor progress in line with policy and regulation.

f) Types of statemented / EHCP needs accepted:

Dependent on Wycliffe's ability to meet their needs

Consultant's comments

Independent
Schools
only

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The school has a clear and robust admissions policy and make clear that the assessment process identifies if there are the required resources to meet need.

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:

In all sections of the school there is a recognised procedure for the identification and assessment of special needs. Parents, teachers or support staff can all raise a concern. Members of staff complete a 'Cause for Concern' form, which is forwarded to the Head of Learning Support. Heads of English and Maths formally liaise with the SENCO to identify concerns after exams but all staff help to identify need for intervention throughout the year. Parents can contact the Head of Learning support directly with their concerns.

At the beginning of the admissions process parents are formally asked if their child has any SEND requirements or history that the school needs be aware of. If this is the case, parents are required to provide Educational Psychologists reports, school reports and doctors notes. Prospective children are also required to sit a CAT test which is also helpful when identifying need.

Before a formal offer of a place is given to prospective pupils', reports and assessments are considered by the SENCO and the Head, who then discuss the potential for the school to meet the child's needs with reasonable adjustments to provision. The SENCO or Head may then need to carry out further research into the child's needs by contacting previous schools or carrying out further testing or trial days.

Offer letters include these conclusions and details of costs.

Consultant's comments

The process of identification is robust and provides a clear framework to ensure on admission that need can be met and that there are adequate resources.

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

Following assessment, the child's needs are discussed with the child's parents. If the child is at an appropriate age, a formal assessment by an Educational Psychologist may be recommended. Learning support may also be recommended and does not necessarily depend on EP assessment. Also, following assessment, a 'SWAN Profile' informing staff of the child's strengths, weaknesses, specific needs and recommendations is added to the database. Parents are informed that their child has been entered onto the data base.

If individual learning support is recommended, a more specific 'My plan' will be devised for the pupil outlining the framework of provision. The pupil and parent have the opportunity to be consulted with regard to the 'My Plan'

After the identification process and testing, children are listed on the database

Pupils are identified on the SWAN list (database) for the following reasons:

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- pre-existing information of a specific learning difficulty is known. A child will be identified as SpLD on the data base if he or she:
- specific learning difficulty or disability that affects their ability to access the curriculum
- has a disability which either prevents or hinders the child from making use of the school's educational facilities
- is under five and falls within the definitions above or would do so if special educational provision were not made for the child.
- has received a n ECHP, which calls for special educational provision to be made for him or her.
- Has been identified as a cause for concern

Children are chosen for our Subject Leaders Program for their ability to inspire their peers and their commitment to the subject.

Children listed on the database are identified in different ways.

Non (No Star)

A pupil placed on the list with no star indicates that the pupil is being monitored for possible or previous difficulties (see above)

Wave One (Blue Star):

Pupils at Wave One will have an educational, social, emotional or medical need which teachers need to be aware of. This may include an identified SpLD. Pupils in this Wave on the Additional needs List can have their needs met through high quality teaching and differentiation. Pupils at Wave One may meet JCQ criteria for exam access arrangements.

Wave Two (Gray Star)

In addition to high quality inclusive teaching these pupils are supported through interventions such as Learning Support lessons or a literacy/numeracy intervention. Wave Two interventions are designed to support pupils who are nearly working at age related expectations but need some additional focused teaching to get there. In most cases pupils at Wave two will meet JCQ criteria for exam access arrangements.

Wave 3 (Yellow Star)

Pupils on the Additional needs list with a yellow star will have a significant, identified SpLD and or disability and require a higher level of support and differentiation. They may have an EHCP. In addition to high quality inclusive teaching and school-based interventions, these pupils have highly personalised, tailored interventions, often 1:1, to accelerate progress or enable children to achieve their potential. For example, several Learning Support lessons a week.

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They will usually have current support from outside agencies such as an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, medical services or mental health services. It does not include those children with ADHD whose medication is monitored by the health service unless they have additional needs requiring tailored provision.

After this point in the process, pupil progress is closely monitored and reviewed in line with the SEND policy.

Consultant's comments

The school has developed a thorough approach to identification, with a clear process to be followed, with signposting for staff with clear criteria.

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

If an assessment is recommended and parents grant permission, the child may be assessed internally by a member of the department. However, if a recommendation is made that the child should be assessed by a fully qualified educational psychologist, parents are advised to contact a Psychologist privately. Wycliffe will recommend an appropriate Psychologist, known to the school. A room in school is usually used for the assessment to take place, to reduce disruption to the pupil's education. Parents may then receive feedback from the psychologist with the Head of Learning Support in attendance.

Consultant's comments

Parents are given clear guidance relating to an assessment and the actions involved in completing the assessment process. This includes the involvement of parents in the feedback.

4. Teaching and Learning

4. a) How is the week organised?

The school operates from Monday - Saturday for pupils in Years 6 to 8 and Monday - Friday for Years 5 and below.

Years 3 to 8 pupils are generally taught eight or ten 35-minute lessons each day from 8:35am to 4:30pm with three games or activity sessions. On Wednesdays however lessons are taught up until 12:30 followed by games or matches. Pupils are encouraged to go home at 3:30 if they don't have a match.

Saturday morning (Y6,7,8 only) runs from 8.50 till 12.30 and is largely thematic driven, but it does not follow a timetable as lessons are taught by the same teacher for the whole morning to allow for and encourage independent and extended learning.

There are assemblies three times a week

Hymn Practice is sacrificed for 'SWAN Intervention' - Handwriting, Spelling, Social Skills and Maths.

Prep Sessions are provided from 4:40 - 5:30 on Mon,,Tue,Thur and Fri

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Pre Prep pupils attend school from 08.25 – 3.30pm Mon - Fri

Consultant's comments

The school is organised to optimise learning opportunities.

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

SWAN profiles are used by subject teachers to inform the teaching environment and planning. The staff consult the SEND department regarding the best approach to the teaching and learning of SWAN pupils, both as groups and as individual learners. Careful and flexible classroom arrangements and organisation - with several small classes - allows work to be set and marked at an appropriate level and enables students to achieve.

Homework or Prep is supervised by staff and is set and marked in line with SEND policy and the school's marking policy. The policy encourages marking that is diagnostic, positive or emphasises the importance of effort. A growth mindset culture is promoted.

As part of the school development plan, there is a strong emphasis on the use of ICT to support learning - both inside the classroom and for work and prep.

Prep is supported by a class teacher, SpLD pupils are encouraged to stay for prep. They can also access speech and language therapy and occupational therapy 'homework' on site in the Learning Centre.

For boarders, reading clubs run at the boarding house.

Consultant's comments

The school provides opportunity for pupils to have support with homework. This includes opportunity to have the support of staff to help with completion, this approach aids the understanding of the barriers that pupils may experience. Staff are able to provide strategies to encourage resilience and self-awareness in pupils in their approach to independent working.

Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

Curriculum subjects

Senior Deputy Head, the Deputy Head Academic and Heads of Department are responsible for regularly monitoring pupils' work. They are responsible for supervising the implementation of the school's policies on teaching, assessment and marking, as well as differentiation for SWAN and on the Able and Talented register. These are contained in the Staff Handbook and are reviewed annually.

All staff are encouraged to maintain a SWAN friendly classroom and the Head of the Learning Centre observes teaching and pupils on a regular basis to maintain standards.

As well as SWAN inset meetings in September and January, Staff are required to download the SWAN profile for each child in their set from the data base. This information is used to create a 'Class Swan Profile' and used to inform planning and identify specific needs. Lesson Plans are checked by heads of department. SMT carry out a scrutiny of work to check that the needs of SWAN pupils are

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met. New information about pupils or changes to their SWAN profile mid-term are emailed to staff

Literacy support

One to one lessons take place in the Learning Centre. Activities include phonological work along with reading and spelling activities, with emphasis on multi-sensory teaching. The school uses clay, sand trays, the Nesy learning program, along with many other literacy and maths resources.

The school uses the Nesy learning program as a diagnostic tool, educational psychologist and other reports and feedback from Staff to inform planning. Staff keep individual records of lessons on file and teach from lesson planning sheets

Intervention sessions are populated by children identified by all staff.

Occupational therapy sessions target those children identified as being a cause concern in this area.

Speech and language therapy sessions also target those children that have been identified as causing a concern in this area.

Consultant's comments

Mainstream lessons observed evidenced that the staff had differentiated the resources for use in the lessons from the pupil plan and profiles. These adjustments included the use of verbal prompting to stay on task; use of previous work to reinforce task; templates to support writing; and use of examples to help explain and ensure understanding of the task. The lesson observed relating to phonics, was an active lesson with good pace, with engagement from all pupils employing the use of multisensory techniques.

The lessons observed in the Learning Centre evidenced the use of the profiles in making adjustments to the approach of individual pupils. There is a clear review and monitoring process to check that design and planning of lessons are informed by the information provided to aid the delivery of effective inclusive teaching.

The pupil plan is detailed and follows the process of informing lesson planning and targets.

Multisensory teaching was observed and overlearning of previous lesson material. The communication and links with mainstream teaching was evident. Appropriate use of software solutions was observed to reinforce multisensory learning and provide information to show progress being made.

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

Staff are required to download the SEND profile for each child in their set from the data base. This contains information about the child needs and suggests strategies for support in class. This information is used to create a 'Whole Class Swan Profile' and used to inform planning and identify specific needs. Lesson Plans are checked by heads of department. SMT carry out a scrutiny of work to check that the needs of SWAN pupils are met. New information about pupils or changes to their SWAN profile mid-term are emailed to staff.

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If pupils receive 1:1 lessons a 'My plan' is devised for the pupil, outlining the framework of provision. The pupil and parent have the opportunity to be consulted with regard to the 'My Plan'. Plans are reviewed termly.

Please indicate **two examples** enclosed

Rec'd

Consultant's comments

The examples evidence the clear process and information that is provided and tracked to support pupils in the classroom. This includes the pupils having a voice and ongoing input into the framing of their provision. This was evidenced in lesson observations.

e) Records and record keeping:

Literacy, Numeracy and Science attainment and progress records are kept and progress is tracked by Heads of Department. Testing occurs on a termly basis. Testing generates 'Cause for Concern' from the Head of Department which is passed on to the Head of learning Support.

Consultant's comments

The process of records and monitoring of progress is dynamic and focused on reflective actions to maintain the quality of targeted provision and ensure that all progress is continuing to evidence both progress and the need for analysis to identify if interventions are required. The tracking also evidences progress and when intervention has been effective.

Criterion 3

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

There is a clear process with monitoring and review to enable pupils to be involved in target setting and evidencing their progress. The information is designed with care to enable access to pupils, identifying short term goals and longer targets.

The needs show what the pupil is responsible for in their role in progress as evidenced by the column 'I need...'. This reflects the school aims of developing self-knowledge and resilience.

Criterion 3

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

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

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, 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							
SpLD Pupils							

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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	29		x	83%	x	x	x
SpLD Pupils	7		x	73%	x	x	x

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 N/A						
Dyslexic Pupils	0 N/A						

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

Did not complete SATs data above relates to internal testing

Y6 SWAN pupils (all Waves) 75% meeting or above in reading.

Y6 SWAN pupils (Wave 2 and above only) 33% meeting or above in reading.

Y6 pupils (including all waves of SEN) 100% meeting or above in writing.

Consultant's comments

The process and monitoring of individual pupils alongside the review of progress across all pupils indicates the effectiveness of the interventions and whole school approach to SEND.

The school have a dynamic approach to continue to develop assessment and monitoring to further develop the targeting of interventions to maintain progress for all pupils.

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

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

The department has specialist materials and resources for teaching dyslexic pupils, as listed below:

Nessy learning program software is distributed throughout the school -100 licenses

Dancing Bears Literacy program

RSA reading schemes

Write From The Start

Reading and thinking learning materials

Smart skills builder reading and writing

2 Learning Centre I pads

6 computers

5 teaching rooms

1 workroom with a printer

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

		Consultant's comments The area is well resourced with appropriate software solutions that are used appropriately to support effective learning. The area is spacious and has small teaching rooms which are adequately resourced.
Criterion 5.2	b) ICT:	Interactive whiteboards in some classrooms and Interactive screens in others, whole class Ipad banks accessible to all Departments. Consultant's comments The whiteboards are effectively used, the use of technology is embraced to enhance learning and was evidenced in observed lessons.
Criterion 5.3	c) Details of access (special examination) arrangements requested and made for SpLD pupils:	Decisions relating to extra time or additional help in examinations for SEND pupils are recommended by the Prep School Head of Learning Support after discussion with 1:1 Teachers, Subject Teachers and the Deputy Head. Pupils with an SpLD that significantly affects their ability to access examinations, will be considered for additional support in examinations. In exceptional circumstances, pupils with physical injuries will be allowed additional time or a scribe. More specifically, Upper Prep pupils will be considered for additional support, whether that is extra time or help with reading or writing, if there is sufficient evidence to suggest that a pupil would be entitled to support at GCSE or the school possesses a copy of an Educational Psychologist's Report or internal school assessment, which suggests this is necessary. Extra time, writing and reading support is considered for pupils who have standardised scores of 84 or below in the following skill areas: reading speed, reading comprehension, writing speed and or processing. In Middle and Pre Prep the importance of ensuring pupils have a positive exam experience is important when using dispensation for internal assessments. Care is taken to ensure pupils are not given an unfair advantage. The Head of Learning Support in conjunction with the exams secretary produces guidance for readers, scribes and invigilating staff outlining the correct procedure for dispensation in examinations. Extra time is taken at the end of examinations. Extra time will only be allowed where the school is satisfied that the pupil will use the time successfully. It is explained to pupils why they need extra time Consultant's comments The use of access arrangements is managed to ensure that pupils have appropriate adjustments. These align with the requirements as they progress and transition where the regulations are applied and what criteria the evidence need indicates. There is clear transition of information which flows when the pupils transitions to a senior school.

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Criterion 5.4

d) Library:

An extensive collection of high interest low reading level books are marked as 'Quick Flicks' readers' in the Main School Library.
The Jr library is located in the Y3/4 teaching block with four computers a printer and a considerable collection of literacy resources. It is used for small group literacy catch-up sessions.

Consultant's comments

The library is a well-resourced area and is used for small group sessions.

6. Details of Learning Support Provision

LSC 6.3

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

The Learning Support Centre is situated at the heart of the school. It is a fully resourced Learning Centre with five small one-to-one offices each with a computer, a large general work area with two computers and a printer
1:1 support lessons take place in the centre in addition to it being a resource for children on the Subject Leaders Program.

Head of Learning Support at the Prep School has an office in the centre and from there teaches and organises SEND provision, supports general teaching staff by observing lessons, scrutinising work and providing information regarding pupils on the SEND list.

The Head of Learning Support also advises the Head with regard to prospective pupils.

Consultant's comments

As stated above the lessons observed and the information that is provided for staff illustrates the role of the Learning Support Centre in enabling Quality First Teaching and supporting staff to make adjustments to provide access to the curriculum for all.

LSC
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

Head of the Learning Centre leads the qualified Learning support teachers

Consultant's comments

The Head of the Learning Centre is knowledgeable and the staff in the centre are well qualified.

LSC 6.6

c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

Yes the Head of Unit does have Head of Department status and input into curriculum design and delivery. The SMT and Heads of Department are responsible for regularly monitoring pupils' work as are individual as outlined in the development plan. Deputy Head Academic is responsible for supervising the implementation of the school's policies on teaching, assessment and marking, as well as differentiation for SWAN pupils. These are contained in the Staff Handbook and are reviewed annually. The Head of Learning Support sits on the Academic Committee, the Heads of Department Committee to review/scrutinize planning and discuss curriculum development.

Consultant's comments

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

The role of the Head of unit has input into the curriculum design and delivery

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 meet the criteria

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

Consultant's comments

The lessons are taught by staff with recognised qualifications

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:

The parents value the support and how this is holistically provided. Their children make good progress and enjoy school. The experience of parents during the pandemic is that the school communicated and support pupils and maintained communication through a difficult time.

The parents commented on the clarity of information relating to their child's progress and valued that staff know their children and have positively impacted their children's experience of school.

The parents appreciate that children can continue at the school through phases of education and welcome the sharing of information during transition.

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.

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

Pupils commented that teachers make information clear, they speak clearly and use language that they can understand. They stated that when they are stuck the teachers help by explaining it in different ways. The pupils indicated that teachers used for example bullet points, breaking the task down which gave them strategies and that support in the classroom made a big difference to understanding what to do. They indicated that staff were kind and welcoming and felt able to talk about anything that worried them; they stated they know they would get help to deal with it.

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 all criteria; therefore I recommend reregistration for three years without reservation.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	