



Council for the Registration of Schools Teaching Dyslexic Pupils

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Re-Registration Visit **Consultant's Comments**

Frewen College
25th September, 2017
Category DSP – Dyslexia Specialist Provision

1. Background and General Information

Name and qualifications of Head/Principal, with title used:	
Name:	Mr Nick Goodman
Title (e.g. Principal):	Principal
Qualifications:	BA (Hons), PGCE, NPQH
Awarding body:	CNAAB, NCSL
Consultant's comments	
The principal is well qualified and experienced; there is a clear vision for the school and he knows all the pupils well. The management team consists of experienced staff providing advice to support the continued development of the expansion of the school curriculum, including the provision of a wider choice of qualifications post 16.	

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:	
Name:	Mr Gregoire Godin
Title (e.g. SENCO):	Vice Principal
Telephone number if different from above:	
Qualifications:	Licence STAPS (French equivalent to BA Hons), QTS
Awarding body:	
Consultant's comments	
Mr Godin has significant experience in the field of specialist provision, for example this is evident in the approach to the provision of high quality support in the development of processes regarding the transition of Statements of Educational Need to Education, Health Care Plan (EHCP).	

Of the 8 lessons observed the numbers within the classes ranged from 3 to 7 pupils.

The pupils are well supported and aided to explore their aspirations and develop improved self-esteem. The strategies range from 'Talk Time' in the prep school to 'Man Zone' to develop social skills. Additionally, there is mentoring of pupils on a one-to-one basis.

All the staff are both qualified with regard to SpLD and have considerable experience. The school provides clear information regarding the aims and ethos of the school and in all lessons observed the overall aim of the school was evident in the approach to work by both staff and pupils.

The fees for the school include all elements of support including any internal assessment and the provision of small class numbers. The parents are aware of the cost of additional specialist support for both Speech and Language and Occupational Therapy when provided on a 1-1 basis.

2. Policy and Philosophy with Regard to SpLD Pupils

The college provides tailored support to enable each individual to engage with the curriculum. The ethos of guidance, encouragements and hard work was evidenced in the observed lessons. All pupils were fully engaged during the lessons and indicated the knowledge and care underpinning the lesson to enable access for all pupils. This approach evidently draws the pupils into learning, individual pupils expressed how the pastoral care integrated into the learning had changed their perspective and opened up possibilities and aspirations for the future, and consideration of ongoing learning despite the challenges they face.

The handbook provides clear guidance regarding the procedures to ensure that the needs of individuals are met. The school provides clear criteria of the needs that can be met within the school. There is an admissions team that ensure at all stages that the pupil will benefit from the specialist provision and succeed at the school.

The needs of the pupils are considered in every aspect of their learning, from the level of work planned for each lesson and the use of a wide range of alternative strategies such as the use of modelling, individualised pre-prepared information and instructions was observed during a mathematics lesson including the careful use of mistakes to positively encourage a growth mind set. Furthermore, peer modelling was observed in an IT lesson with the pupil being recognised and rewarded. The linking of information to current affairs was also observed enabling pupils to improve their understanding from knowledge they understand. In all lessons observed there was a time spent with each pupil to ensure understanding, with a focus on understanding what the pupil had grasped, through listening and responding. Reflective use of questions such as "what went well" and "this work could be better if..." supports the emphasis on talking.

The lessons observed in the prep school clearly demonstrated the communication priorities of the school, with the use of visual and talking to support learning and literacy development. Types of stated needs accepted: Dyslexia, and associated dyspraxia, speech & language difficulties, where accompanied by SpLD.

The policy clearly states the needs that can be met within the school, there is a rigorous process to identify if a pupil can benefit from the support available. The school has invested

time and expertise to ensure there has been a smooth transition from the statementing process to the ECHP to meet the deadline.

3. Identification and Assessment

The school is clear regarding the needs of a prospective pupil and whether they can be met and undertakes a rigorous process to ensure this is identified.

The school has significant specialist advice within the staff team. This expertise is used to inform the process of investigation and communication regarding appropriate interventions to support progress.

The incorporation of the Speech and Language and occupational therapy into the specialist support on offer enables the school to provide both pertinent assessment and intervention to pupils.

4. Teaching and Learning

There is a wide range of opportunities on offer given the size of the school community. Pupils are encouraged to pursue their interests to aspire to achieve their goals.

The school has a comprehensive approach to both curriculum delivery and literacy support. Observation of lessons and interaction with pupils identify there is an effective approach to developing literacy across the curriculum in line with ethos and aims of the school.

IEP's are comprehensive in identifying the current skills of an individual and next steps to continue to develop key skills, they are electronic and enable all to see progress over time.

The use of both qualitative and quantitative assessment provides a data rich environment to measure progress. There is a clear commitment, for example through the use of The Pearson Scale, to ensure that pupils have the best possible skill set to attain what is possible on an individual level.

Pupils make excellent progress, the pastoral approach of the school and use of appropriate assessment and monitoring aid this and provide for all staff a clear understanding of where the focus for development needs to be.

The school enables pupils to make sound progress, building confidence through the use of entry level qualifications to allow pupils to experience success and build on knowledge for GCSE qualifications.

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

The school and grounds are ideally suited to enabling pupils to know the campus well and experience a broad range of activities. The rooms are suitable for the size of classes and pupils. For example, the music room is well equipped and a place that many of the pupils expressed they value highly.

The school is committed to developing software solutions to enable independence in learning both within education and in transition to the next steps into either further education

or into work. There has been the introduction of the new technologies through Microsoft to enable voice activated software at low cost to pupils which is compatible with all Microsoft Office Tools. This aims to promote independence in writing and develops strategies for transition to work and further education is commended

The school makes appropriate arrangements to ensure pupils have concessions in line with JCQ regulations.

The hub provides a central space where pupils can access books easily; there are a range of appropriate readers.

6. Details of Learning Support Provision

The school has embedded within the delivery of the curriculum strategies to support individuals to develop independence in learning. For those individuals who require a higher level of intervention there is an opportunity to have individual support lessons.

The school has a collegiate approach and the expertise of the team is effectively used to both design and implement the curriculum

7. Staffing and Staff Development

All staff are well qualified, and many have considerable expertise in the field of SEND.

All observed lessons in the subject areas of Art, Drama, English, Geography, IT, Mathematics and a 1-1 session evidence that staff meet the needs of SpLD pupils both in the prep and senior school, through the active use of multi-sensory methods, targeted teaching which engaged all pupils observed.

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

All parents expressed their thanks for the commitment and dedication of the staff in supporting their children to re-engage in their learning and develop confidence in their skills. The parents confirmed the positive and rigorous approach to admissions, further stating how the school worked very much on an individual approach. Moreover, they confirmed the aims and ethos of the school in seeking to meet and develop their children.

They further stated that communication was improving with a newsletter and email access to all the staff. Parents commented regarding the connection with a local FE college, with some more informed than others of the benefits.

Overall the views of parents are that school both at prep and senior level are meeting the needs of pupils who require significant input and support to restore self-esteem and aspire to work towards career pathways. They are aware of the continuing development of the school.

Pupils expressed that teachers are generous, helpful, calm, easy going, thoughtful and kind in their approach to learning as well as their relationship with them as individuals. They further commented that the school was giving them a 'good' education and they had friends, felt safe and able get the help they need to make progress and learn. They stated that teachers explain if they are unsure, always being prepared to restate information recognising this is due to being able to give them more attention due to the small class sizes.

Furthermore, as a result they are able to engage in their learning and experience success.