



## Council for the Registration of Schools Teaching Dyslexic Pupils

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### **Re-registration Visit** **Consultant's comments**

**Frewen College**  
**7<sup>th</sup> October, 2022**  
**Category DSP – Dyslexia Specialist Provision**

#### **1. Background and General Information**

<b>School Details</b>			
Name of school:	Frewen College		
Address of school:	Rye Road, Northiam, East Sussex TN31 6NL		
Telephone:	01797 252494	Fax:	
Email:	office@frewencollege.co.uk		
Website:	www.frewencollege.co.uk		

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

Name:	Nick Goodman
Title (e.g. Principal):	Principal
Qualifications:	BA (Hons), QTS, PGCE
Awarding body:	CNAAB, DfE, NCTL

#### **Consultant's comments**

The principal of the college is a qualified teacher with a proven track record in leadership and management. His role within the college is primarily strategic and during his time at Frewen College, he has focussed particularly on increasing the rigor for academic success, whilst building on its established pastoral strengths.

While he does not hold a specialist qualification, he does have a wealth of experience of teaching pupils with additional needs across a wide range of settings and thus has a good understanding of the challenges that such pupils face.

Mr Goodman understands the importance of staff having sufficient knowledge and understanding to support the learners within the school and is instrumental in ensuring that all members of the teaching staff have specialist training at level 3.

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

Name:	Katie Skinner
Title (e.g. SENCO):	Vice Principal
Qualifications:	GTP, NPQSL, BA (Hons), MA (Hons)
Awarding body:	Canterbury Christchurch University, DfE, Royal Holloway, University of London

**Consultant's comments**

Ms Skinner is a new addition to the staff who joined the college in September of this year. While she is still new to her role, she brings with her extensive knowledge of SEND management having worked with pupils with SEMH needs in specials schools in a neighbouring local authority. In line with school policy, she has just registered to start dyslexia specialist qualification at level 3.

Frewen College is a specialist provision for pupils with SpLD and associated specific learning difficulties. As such, all pupils have additional learning needs.

The school enjoys a good reputation and numbers are increasing steadily. It is anticipated that the school roll will increase to around 146 by the end of the academic year.

It is envisaged that the roll will be capped by the school at 160, although the school is registered to accept a maximum of 180 pupils.

Pupils enter the school at various times and ages.

While some pupils leave to attend other schools the vast majority of pupils stay at the school for the entirety of their secondary education.

**Class Sizes:**

All students have SEN. Maximum class size is 8 but typically smaller – 5 or 6.

Several of the classes observed contained fewer than the maximum number of pupils as defined by the college. The small class size is seen as a positive feature by pupils, parents, and staff alike as it “enables adults to know their pupils well.

Classrooms throughout the college are spacious allowing for flexibility in seating arrangements and opportunities for movement within lessons.

All teachers are SEN trained by BDA, therefore support is provided by additional TAs and therapists only where needed.

The college employs a number of teaching assistants, several of which were observed supporting pupils in class. These were particularly effective when working alongside pupils-re-directing pupils, checking their understanding of the task in hand and encouraging them to check their work upon completion.

**Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:**

Frewen College was last inspected by Ofsted in 2016. The report provided states that:

- “There is a strong sense of community among those who attend the school.”
- “The school’s work to promote pupils’ personal development and welfare is outstanding. Pupils unanimously describe the difference coming to Frewen has on their self-esteem. Staff treat pupils as individuals and there are frequent opportunities for pupils to explore the own aspirations and how to achieve these.”
- “Pupils speak very positively about the school. They believe it is a place where the teachers really care about them. They rightly believe they are kept safe.”

While the report was written quite a long time ago, the quality of pastoral support provided by the school has remained a focus of the leadership team.

The emotional well-being of pupils is high priority, and the school prides itself on the caring and nurturing environment that it provides, while simultaneously striving towards academic success and all round development of pupils.

The comments made as part of the inspection process still reflect both the observations made and the comments made by pupils during the visit.

### **Documentation (Prospectus, staff list, inspection reports, Fees)**

All relevant documentation was provided prior to the visit.

Detailed information relating to costs for parents/LAs is clearly sign posted and set out on the college website. These include:

- Evaluation and assessment fees which are payable prior to pupils being accepted for entry.
- Non-refundable registration fee and refundable deposit payable before entry
- Termly fees for day, weekly and full boarding pupils which are staged according to age group.
- Details of chargeable extras such as trips, external examinations, DoE expeditions and some after school clubs.
- Additional specialist support

## **2. Policy and Philosophy with Regard to SpLD Pupils**

Expectations in terms of attitude to learning and behaviour at the school are high and shared consistently throughout the school. Manners and the quality of social interactions are valued.

Through the provision of a varied curriculum which encompasses the use of the outdoor environment in addition to the classroom, pupils are stretched and encouraged to extend their learning.

All documents produced provide detailed information for parents and staff alike. They are clearly thought through and presented in a logical manner.

### **Specific examples of the whole school response to SpLD:**

As a specialist provision, the training and level of understanding of neurodiversity and the challenges that pupils face is essential. The school commitment to ensure that all staff receive level 3 training is key to helping staff to recognise the range of difficulties experienced and the reason why various strategies and tools can be effective in supporting learners.

Multisensory resources and learning activities are encouraged in all lessons. These help to make work memorable and present concepts interesting ways.

For pupils who require additional input from other professionals these services are provided according to the requirements of EHCPs and incur an additional cost.

The close link between teaching staff and OT and Speech and language therapists is also significant and offers a level of provision that is not ordinarily accessed in a mainstream setting.

Communication between staff/departments is also vital to ensure that important information about individual interests, strengths and areas requiring support are available to all who teach pupils. Consistency in approach is paramount and the school operates an effective system whereby such information is recorded and readily accessible. In addition to this staff work well across subjects and year groups and regularly meet to review and consider the needs of individuals and how they can be supported across the curriculum which reflects best practice.

Transitions throughout the school are carefully managed but this is particularly so between KS2 and 3. This is important as pupils in the younger classes are located in a separate building. As part of this process thumbnail sketches are produced for all pupils which provide a generalised overview of individual pupils in addition to more detailed summaries. Pupils are involved in this process and are provided with a transition book which is completed at home. This includes information about themselves that they are willing to share with staff and act as a focal point for discussion and getting to know you activities at the start of the year. In addition to this all pupils receive a welcome book containing information about staff along with helpful information about the school day, the reward system and what to bring to school etc.

All of these points serve to ensure that the school is able to deliver its curriculum in a meaningful way that is relevant to the needs of all pupils while offering both support and challenge.

As a specialist provision the majority of pupils have an EHCP.

IEPs are working documents which are shared with parents throughout the year.

In order to ensure that the legal requirements involved in the monitoring and review of pupils with EHCPs are completed form teachers are trained provide the necessary documentation.

Tutors contact parents on a regular basis.

The newly appointed Vice Principal is responsible for overseeing this process and in working with staff to ensure that they have the knowledge and understanding to perform this function appropriately.

All pupils at the school have significant difficulties with literacy and both the curriculum contents and the methods of delivery are adapted to meet the needs of these pupils.

### **3. Identification and Assessment**

The school undertakes an established and published admission process in order to ensure that the needs of prospective pupils are understood. This is essential in order to establish if the school is able to meet the needs of the pupils that it accepts.

As a specialist provision, it is established before pupils join the school that they have additional needs. The admissions process itself is used as a method by which individual needs are understood and that the school is able to meet these.

The school employs a number of professionals who are qualified to carry out SpLD assessments and thus this service is available to parents following consultation.

### **4. Teaching and Learning**

The fact that the school follows a one-week timetable with shorter lessons than would be expected in a mainstream school and supports the needs of learners many of which will have memory challenges and who may be easily unsettled by a changing timetable. The length of lessons is significant and helps to reduce the anxiety of pupils who struggle to sit still and remain focused for any length of time.

Transitions to different classrooms throughout the day provides regular short movement breaks all of which is beneficial to neurodiverse learners.

As all pupils within the school have SpLD, everything that happens with it is designed with the needs of such learners in mind.

All lessons across the school are suitably presented in such a way as to maximise the learning opportunities and the curriculum is designed to appeal to those who find their learning a challenge. In addition to their initial level 3 qualifications staff receive regular update training to support their knowledge of suitable strategies and to reinforce school expectations regarding lesson delivery.

The school prides itself on the range of enrichment activities that it provides and sees these as an opportunity to develop interests and skills which may not necessarily be achieved within the usual classroom activities.

The school has a number of sports facilities. Pupils play football, tennis and basketball. While there is a swimming pool on site this is not heated and so pupils are taken to the local leisure centre for lessons. They also have the opportunity to do horse riding using horses that are stabled nearby.

The work that is carried out in class is supplemented by a wide range of educational visits. These add interest to the work, bringing it alive and help to motivate pupils. This includes trips to museums and theatres etc as well as trips overseas which have recently recommenced following COVID.

For pupils with SpLD homework is always a 'bone of contention'.

The school is aware of the additional stress that this causes to pupils and has adopted a graduated approach to this. This enables pupils to develop the ability to work independently and to practice skills that will be required further up the school particularly in preparation for examinations.

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

IEPs are regarded as key documents to ensure that pupils needs are met, and that learners progress is monitored.

All staff are involved in the setting of targets which are reviewed on a termly basis and shared with parents.

Pupils are made aware of these targets through regular discussions with their form tutors. Younger pupils have them stuck in their books or on tables so that they can see these.

IEPs provided included demonstrated progress against targets which relate directly to the EHCP outcomes.

#### **Records and record keeping:**

The school has a robust system in place to monitor the progress for pupils throughout the age range.

Specialist assessments are carried out by specialist teachers and are used to track progress in literacy.

Detailed records all assessments, interventions and support are recorded on the school's internal system, and these are used to monitor progress.

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

The school has worked hard over recent years to improve the rigour within the curriculum and to raise expectations in terms of exam success.

Results have been carefully monitored and have shown year on year improvement.

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

The school's grounds are well developed. Specialist buildings are available to support an extended curriculum particularly in relation to science and the arts. All rooms within the school are equipped with a range of resources appropriate for the subject and the age range of pupils to which lessons are taught.

#### **ICT:**

The school is well equipped to meet the needs of dyslexic learners.

The school encourages the use of ICT to support in the recording of work in lessons. TAs the usual way of working this enables pupils to utilise this equipment in examinations.

The use of phones in class is a recent project which has been undertaken in maths and appears to be highly effective.

This involves the teacher adding QR codes to the top of pages in pupils' books which allow them to scan and view videos relating to the subject of the lesson.

### **Details of access (special examination) arrangements requested and made for SpLD pupils:**

The school has two members of staff who are qualified at level 7 who are responsible for carrying out assessments if required.

As the vast majority of pupils have EHCPs these are not necessarily required.

JCQ regulations are followed to ensure that access arrangements put in place meet the requirements and serve to provide a level playing field without providing an unfair advantage.

Access arrangements used include:

the use of a reader/C pen

word processor/ scribe

rest breaks

prompter

### **Library:**

Both libraries are located centrally within the schools and provide a quiet and place for pupils to access reading material.

While the number of books available is not large, the material that is provided has been well chosen to meet the needs of pupils.

The main library in the main building is used for class lessons as well as lunchtime clubs.

## **6. Details of Learning Support Provision**

As a specialist provision the needs of all learners are catered for within the class setting.

Staff have a good understanding of the various needs.

The Vice Principal is a member of the Senior leadership Team and works closely with heads of department, heads of school and the Principal to ensure that the SEND agenda is foremost in mind when decisions are made.

## **7. Staffing and Staff Development**

Staff working individually and/or supporting groups of learners are provided with appropriate training in addition to gaining their level 3 qualification.

All lessons observed were well suited to the range of needs within the lessons.

Staff demonstrated a good understanding of individual pupil strengths and areas for development and were able to target individuals for additional praise/encouragement/monitoring as required.

All staff were observed to interact with pupils in a positive and supportive manner. Pupils appeared to feel at ease within lessons and were confident enough to take risks in their learning.

Staff managed pupil responses well- commenting on what in particular they had said that was good and offering the opportunity for pupils to try again when they were incorrect. At no time were pupils made to feel uncomfortable when errors were made.

Lessons observed were well structured.

Instructions were chunked and, in most cases, supported with visual cues to aid understanding and memory.

All lessons observed included some form of multi-sensory activity. Tasks set were differentiated to meet individual needs even in classes which were very small.

Power Point presentations and works sheets were uncluttered and easy to read.

All pupils were fully engaged in their learning and were proud of their achievement.

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

Eight parents were contacted and asked to share their experience of the school.

All parents were positive about the school and were grateful to staff for the help and support that their children received.

Several parents shared experiences of previous settings and described how their children's emotional health was affected by the lack of appropriate provision in mainstream schools. They mentioned the attitude of previous staff and bullying by ex-classmates who targeted them because of their educational difficulties.

Without exception all parents were relieved and grateful that their children were happy and settled at the school and wanted to go each day.

Several parents commented on the accessibility of staff and how they are willing to give their children additional time out of class if they are struggling with new concepts and the kindness that is shown.

Two parents mentioned the building work that was in process and how the school was working to develop the facilities.

A group of pupils were spoken to. This consisted of pupils from across the school age range.

All pupils spoke with confidence and were enthusiastic about talking about their school.

They like the calm and orderly environment and several stated that they felt safe- which hadn't always been the case in previous settings. They all said that the behaviour is good which means that they can get on with their learning.



All pupils said they love coming to school and that they are proud of it. They appreciate the advantages of attending the school in terms of the support they get as well as the facilities that they have access to.

When considering how they are supported all pupils stated that the small class size makes a huge difference. It means that they get lots of attention immediately when they need help.

Pupils value the adults. They go to them for all sorts of reasons including when things go wrong between friends. Several pupils stated that they usually try to sort situations themselves, but they appreciate that they can access help from adults if this doesn't work.

While many would rather not do homework, most saw the need for it and appreciate how it is set. They like the fact that it steps up gradually throughout their school career and the fact that they have a whole week to complete it.

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 <u>Joint Council for Qualifications guidelines</u> .	✓
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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	✓

Criteria	DSP
6. Specific to the Category of School or Centre: -	
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion	✓