



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley  
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### Registration / Re-registration Application Form Category LSC – Learning Support Centre

Date of visit: 06/10/2021  
Name of Consultant(s): Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Kingswood House School</b> 56 West Hill Epsom Surrey KT19 8LG Tel: 01372 723590 Fax: 01372 749081 Email: <a href="mailto:office@kingswoodhouse.org">office@kingswoodhouse.org</a> Web: <a href="http://www.kingswoodhouse.org">www.kingswoodhouse.org</a>	Urban Rural	234 boys Ages 4 –16	Dysc Dysl Dysp ADD P&S	IAPS SoH
	Ind Day	18 girls Ages 4 - 16		Common Entrance GCSE and Entry Level Certificates
Comments: A co-educational school for pupils aged 4-16 with a specialist dyslexia unit, feeding major public schools in the area.				

*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: Kingswood House School  
Address of school: 56 West Hill, Epsom, Surrey, KT19 8LG  
Telephone: 01372 723590 Fax:   
Email: office@kingswoodhouse.org  
Website: www.kingswoodhouse.org

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

Name: Mr Duncan Murphy  
Title (e.g. Principal): Headmaster  
Head/Principal's telephone number if different from above:   
Qualifications: MEd, BA (Hons) English Literature, IAPS, SoH, FRSA  
Awarding body: University of Buckingham and Sheffield University

### Consultant's comments

The head has been with the school since 2017 and embodies the warmth and friendliness of the whole school community promoting inclusivity, tolerance, and respect and a bespoke education it strives to offer to individual pupils. The small nature of the school enables the head to know each pupil; the relationship with both children and parents is evident, through the newsletter and the weekly blog available on the website.  
Due to the high level of COVID and the desire of the school to have the inspection, this report reflects the willingness of the school to be flexible and both adapt and support strategies to collaborate to undertake a pilot remote online inspection. Both strengths of this approach and limitations in relation to the visit are commented on within the recommendations at the end of this report.

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

Name: Harriet Wilson  
Title (e.g. SENCO): Head of Study Centre and SENCo (Y7-11)  
Telephone number if different from above:   
Qualifications: BA (Hons) Primary Teaching with English QTS, PG Cert NaSENCo, CPT3A + BPS RQTU  
Awarding body: Kingston University, University of Buckingham and Middlesex University/Real Training

### Consultant's comments

The SENCo is new to the role and continues to develop the provision in line with available resources and the ethos of 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.*

## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	9366026			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	234	95	4-16
		Girls:	18	7	4-16
	Boarding:	Boys:	N/A		
		Girls:	N/A		
	Overall total:		253		

### Consultant's comments

The school has grown since the last inspection with Girls being taken into the school, albeit in small numbers in relation to the Boys. The school has just opened up a reception class with a small number of pupils (4)

- c) Class sizes – mainstream: Maximum of 18  
Currently 4-18 pupils per class

### Consultant's comments

Of the 5 mainstream lessons observed via IPAD the number of pupils ranged from 4 to 15

- d) Class sizes – learning support: 1-4

### Consultant's comments

The support lessons are 1-1 with three pupils and their specialist teachers and in a room separated by noise absorbing screens as a maximum number at any one time.

- e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:

An ISI inspection was completed in 2014, there has been an ISI Regulatory Compliance Inspection May 2018 under which standards are met or not met both:

Part 2 (Spiritual, moral, social and cultural development of schools) is met indicating 'principles and values are actively promoted which facilitate the personal development or pupils'

Part 3 (Welfare, health and safety of pupils) is met

'Arrangements are made to safeguard and promote the welfare of pupils...good behaviour is promoted; bullying is prevented so far as reasonably practicable.'

Independent  
Schools  
only

- f) Current membership (e.g. HMC, ISA etc.): IAPS, SoH

### 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

Prospectus –  
attached

or provide link to view reports via the internet

Staff list:  
<https://www.kingswoodhouse.org/our-school/staff-governors-2021-22/>

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- ii. **Recent Inspection reports**, please indicate copy enclosed or provide link to view reports via the internet
- 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

Inspection reports - attached

Main school fees:  
<https://www.kingswoodhouse.org/admissions/school-fees/>

Study Centre fees - attached

**Consultant's comments**

Information provided to parents clearly indicates all staff are qualified and all costs are stated for parents to understand that there are compulsory extra costs for SpLD parents.

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

Criteria 1 & 2

- 2. a) Aims and philosophy of the whole school

- Develop the individual abilities of each child in a secure, caring and friendly environment where they are happy and motivated to learn and to appreciate the benefits of healthy living and physical fitness.
- Encourage participation, enjoyment and success in all areas of the School's curriculum to create a well-rounded, confident child who shows respect, tolerance and compassion towards people and the environment.
- Help children develop self-worth and maturity so they are equipped to deal with life's challenges and are well-prepared for the next stage of their education.
- Create a strong partnership between parents, children and staff to foster social awareness and to allow all members of the School community to feel valued and appreciated.

**Consultant's comments**

The aim and philosophy of the school is evidenced through the website and information shared with parents. The school blog by the Head evidenced that all areas of the school curriculum are valued, and children were individually praised for their contribution to the community and others as well as those for academic scholarship. The website has become a vital portal for communication and the school interacts with both pupils and parents through this. In all observed lessons the pupils were respectful and engaged and supportive of peers, through encouraging them to working collaboratively. The aims and philosophy were further evidenced when during the pupil conversation they encouraged and made positive comments about their fellow pupils.

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:
  - i. **Policy for SEN/SpLD**
  - ii. **Support for policy from Senior Management Team**

Information received

Relevant information received as requested

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- iii. **Support for policy from governors**
- iv. **Admissions Policy/Selection Criteria**
- v. **Identification and assessment**

**Consultant's comments**

The admissions process is clear and indicates the commitment of the school to provide a bespoke education to adapt to meet need. The school is aware of the limits of resources they have to meet need, and this is reflected in the policies.

Criterion 4

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

Training is provided for staff e.g. whole school drive for Quality First Teaching as part of INSET and appraisal process.  
 Previous focus has been on mulit-sensory teaching, for example.  
 All pupils have a profile which is available to all staff to understand their needs, the support in place and strategies required to support.  
 Both SENCOs offer an open-door policy to school staff to discuss pupil needs

**Consultant's comments**

The school provides inset for all staff and this was confirmed by both the Director of Studies and the commitment for adaptation a Quality First Teaching Approach.  
 This was evidenced further when due to the virtual inspection three random teachers (Teacher Hot Seat) talked in a brief way about adaptations to their lessons to meet need. All staff indicated a clear commitment to aiding pupils by adaptation and gave examples to indicate this such as; one pupil had a figure from a software game used in collaboration with Study Centre to use to move forward through instructions, providing a visual mapping tool.

- e) Number of statemented / EHCP pupils: 30 pupils in receipt of an EHCP

**Consultant's comments**

The school manages the ECHP through 6 Local Authorities and undertakes the statutory interim and annual reviews.  
 The school will support the parent to trigger an ECHP if the threshold is met and throughout the process.

Independent Schools only

- f) Types of statemented / EHCP needs accepted:

Pupil's needs are considered on an individual basis, whilst taking into account the needs of pupils in the cohort and efficient use of resources, inline with the SEND Code of Practice (2015)

**Consultant's comments**

The admissions process is clear regarding the use of resources and the commitment of the school to meet individual 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:

We request that parents share any professional reports as part of the admissions process and request their permission to contact the previous or existing school.

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Basic standardised assessments are carried out to indicate any areas of weakness/difficulty for the individual and this is discussed with parents, alongside any findings from reports.

**Consultant's comments**

The school gathers information from multi-agencies such as; Psychological reports, OT and SALT to inform the assessment process. Further to this when children need to have individual lessons, informal assessment is undertaken by the specialist teachers to ascertain and develop the intervention programme.

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

In-class strategies such as pre-teaching vocab, differentiated tasks and learning objectives.

General monitoring and observation with information sharing between teachers, Study Centre team and parents.

Regular parental meetings and communication to involve them in the process.

**Consultant's comments**

The school has a clear monitoring programme and due to the small size of the school bespoke interventions are put in place and monitored by both the class teacher and the head of the Study Centre.

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

Conversations are had with parents via the SENCOs and an external assessment advised via an Educational Psychologist or Level 7 assessor e.g. Helen Arkell Centre.

Many children arriving at KHS have already received a full assessment.

**Consultant's comments**

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## 4. Teaching and Learning

4. a) How is the week organised?

Year R-4 have a separate timetable with lesson 'blocks'; Y5-11 have a timetable which incorporates 6x 50-minute lessons per day.

**Consultant's comments**

The school has a timetable appropriate to support development both intellectually and physically.

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

Some pupils with SpLD are supported by an LSA in class – this usually applies to pupils with an EHCP, but this support can be extended if required. LSAs are aware of the need to support other children in the class if required and will make a note of those children they are having to support regularly. Children are invited to attend 'prep club' between 4 and 5pm where there is a member of teaching staff on duty who can provide support, if necessary. As with classroom based learning tasks, work is differentiated according to pupil need.

**Consultant's comments**

During lesson observations by iPad, LSA support was observed, and support

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Criterion  
3 & 4

was seen undertaking explaining an activity and maintaining focus on the task.  
Prep club is identified as a way for pupils to have support in their learning to enable completion of task.  
Observation of one lesson evidenced the differentiation of work through checking for verbal comprehension of the task through using the tabletop and a whiteboard pen. The teacher built a diagram of the knowledge of the pupil and reinforcing learning when this was unsure by visually adding in the information.

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

All staff are aware of pupil needs via individual profiles and the SEND Register. They plan accordingly for the group or cohort they are teaching, taking into account individual needs and requirements.

**Consultant's comments**

During the Teacher hotspot all three teachers clearly gave examples of a class and the individual profiles in it verbally. They further gave examples of how the group or cohort were planned for, including for an individual a word map in a subject and vocabulary map. Furthermore, all three teachers spoke of the regular interactions with both parents and the Study Centre to monitor and reflect on the adaptations and interventions to track progress.

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

Programmes of Study are used to create bespoke plans with targets for individual pupils.

Provision maps are used to report back to the LA in the case of pupils with an EHCP.

Please indicate **two examples** enclosed

Information  
received

**Consultant's comments**

The provision maps clearly indicate that the processes of review and monitoring are documents to reflect the bespoke interventions and adaptations to support learning.

- e) Records and record keeping:

Files are kept in both paper form and electronic. Paper files are kept in filing cabinets in locked offices.

Electronic files are available on the secure drive of the school server.

**Consultant's comments**

Records are kept electronically and paper files are locked.

Criterion 3

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

The school is rigorous in the monitoring and reviewing of individual provision within the ethos of the school to support pupils to meet their potential in many areas of life, not just the classroom.



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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	N/A					
SpLD Pupils	N/A					

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	21	100%			0	0	0
SpLD Pupils	8	100%			0	0	0

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							
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:

All year groups undergo regular assessment cycles. We have introduced 'pre-mocks' at the start of the academic year for pupils in Y11, to prepare them for GCSE exam format. This is then followed by mock exams in January before their final GCSE exams in the Summer term.

Pupils in Y10 sit internal exams in the Spring term – these have previously been sat in the Summer term.

Pupils in Y7 and Y9 have summer exams. Y8 pupils sit their exams early in the Spring term to enable them to make informed choices for their GCSE optional subjects.

All exams and assessments for Y7+ are set by specialist subject teachers,



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and include content covered during lessons.

Pupils in the Lower Prep and Years 5 and 6 undertake in-class exams and assessments at various points throughout the year. These follow the Headstart programme.

#### Consultant's comments

The school has an assessment and monitoring system which integrates the assessments from the Study Centre. The rich data pool includes assessment data; teacher assessments; formative feedback and summative marks from tests and exams.

Communication and discourse with pupils and parents is an essential element of the assessment, monitoring and review process, reflecting the bespoke nature of learning for each pupil.

The online pupil profile is used to identify anomalies to address any underperformance. This will then identify any interventions which are needed through communication with staff, parents and pupils. Any interventions are closely monitored and inform the continual cycle of monitoring and review.

The options process for GCSE has been moved forward to year 8 and each pupil is carefully supported to make choices to move forward.

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

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

Main School: Pupils are taught using a variety of methods including Interactive Whiteboards, iPads, text books and specifically created worksheets/books.

#### Consultant's comments

The school has a well-resourced centre with appropriate resources.

Criterion 5.2 b) ICT:

From early years pupils are able to access iPads and learn skills.

All pupils in Year 9 and above have individual iPad, they are able to use the Siri application to support them to record their written work using voice-to-text technology at home and in independent study. They are also able to use the Apple accessibility features to enable text on webpages and apps to be read aloud. A number of pupils use a laptop as their normal way of working.

Read/write software has been installed on the pupil's laptops and in all teachers' computers in the classrooms

The study centre use iPads and computer-based programmes including Wordshark, Read/ Write, 'Nessy' and Dynamo Maths.

There is an ICT suite on the first floor of the main house. Each class has a timetabled IT period, with some subjects using the suite for research and word processing assignments.

There is a weekly touch-typing class for school years 5-8 where Purple Mash '2Type' is used to support pupils' progression of typing skills.

Each classroom has an Interactive White board and computer with internet access, which has the Read/write software installed. There are iPads situated around the school which can be used to support learning in class.

#### Consultant's comments

The school uses IT in individual lessons of support as well as in lessons, as observed through the iPad

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Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils: There are access arrangements in place for all pupils who qualify. These include provisions such as prompter, use of scribe, reader, quiet space, rest breaks, laptop use and extra time. JCQ guidance is used GCSE access arrangements. The Senior school SENCO is qualified as an access arrangements assessor. <b>Consultant's comments</b> The school monitors need and puts in place appropriate exam concessions in line with JCQ regulations.
Criterion 5.4	d)	Library: The school library is located in the new Senior school building on the ground floor. The library offers a wide range of fiction and non-fiction books, audio books, DVDs and magazines. The library is open for use during morning and lunch breaks. There is a computer in the library that students can access. <b>Consultant's comments</b>

## 6. Details of Learning Support Provision

LSC 6.3	6. a)	Role of the Learning Support Department within the school: Specialist tutors liaise with teaching staff and learning support assistants to discuss pupil progress and strategies which can be transferred to the classroom. <b>Consultant's comments</b> The observed lessons evidenced the communication of strategies within staff, for example the use of online revision cards and use of revision maps; online activities to test which could be redone to revisit and reinforce. The Teacher Hot spot evidenced through use of blue background on whiteboard; using different surfaces such as tables and windows to engage with pupils; chunking the notes down; using bullet points and phrases; annotated diagrams instead of linear notes; use of a word map with command words and use of colour coding when creating revision materials.
LSC 6.5 & 6.6	b)	Organisation of the Learning Centre or equivalent: The Study Centre tutors create their own timetables to fit in with pupil and whole school needs. Tutors work in individual 'pods' with pupils across a series of 3 rooms. All pods are well resourced with a desktop PC and individual resources. <b>Consultant's comments</b> The area within the school had 3 pods, and this is utilised to integrate into the main timetabling to allow individual pupils to access support lessons.
LSC 6.6	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery? Yes – Head of Study Centre, attendance at SLT meetings and INSET <b>Consultant's comments</b> The Head of study centre has input into the curriculum design and delivery
	d)	Supporting documentation, please indicate enclosed:

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

vi.	SEN Development Plan (or equivalent) enclosed	Information received
vii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	
viii.	List of known SpLD pupils in school	

## 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*

All staff have the appropriate qualifications or are working towards a level 5 qualification.

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 – all Study Centre tutors have the required qualifications or are working towards this.

*Consultant's comments*

All staff have either nationally recognised qualifications or are working towards them.

## 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 spoke highly of the bespoke nature of the learning experience of their children and the success their children have experienced. They evidenced the significant level of communication and interaction in supporting their child to make excellent progress. They praised the regular termly parents evenings provided by the Study Centre and the shared targets and feedback, including their views and lived experience when planning provision and interventions. They further commented on the care and thought by teachers and the positive relationship in communication with their children observed during home schooling.

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

Pupils praised individual teachers approaches citing the good relationship

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they have and how they adapt teaching to enable learning. They reflected that lessons were fun and teachers modelled answers to provide understanding of the task. They further confirmed that teachers used diagrams to support learning and that they worked hard to make sure that they could complete work. They commented that the small classes meant that teachers had time to concentrate on them as individuals, and that everyone was friendly.

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# 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 <a href="#">Joint Council for Qualifications guidelines</a> .	✓
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

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Summary of Report including whether acceptance is recommended:

The school meets all criteria as stated above and is therefore recommended for re registration.

As noted at the beginning of the report this was carried out via virtual platforms and as such differs from in person visits.

The areas of whole school approach were addressed by using a 'Teacher Hotspot' whereby the Head of Study Centre was asked to find at random points in the day a teacher who was then asked to sit and talk via Virtual to discuss a pupil they taught, how they knew of the adjustments and interventions; an example of what they did in a lesson and who they communicated that information with.

The limitations relating to the online visit was that of pupil experience, the informal gathering of pupil experience and communication was affected by the use of online platform, and more limited than an in person visit. The gathering of information from pupils was not possible without a member of staff on hand and the conversation was therefore not as informative.

The observed lessons were done via iPad held by the Head of Centre.

The meetings with the Director of Studies and Head of Centre were unaffected by the virtual platform.