



Council for the Registration of Schools Teaching Dyslexic Pupils

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Registration and Re-Registration Application Form

**Please refer to the guidelines when completing this form
and please limit your application to a maximum of 10 pages**

Please note: application forms have been prepared for each category from a master form, therefore your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria as it applies to your category can be found at the end of this form.

Yes	New Registration	No	Re-Registration
DU	Category applied for	N/A	Current category

1. *Date of visit:* 29th November 2012
2. *Name of Consultant(s):* Jayne Evans
John Lewis
3. a) **Name and address of school:** Bedstone College, Bucknell, Shropshire SY7 0BG
Tel: 01547 530303
Fax: 01547 530740
Email: reception@bedstone.org
Web: www.bedstone.org
b) **Name and qualifications of Head/Principal, with title used:**
Name: Mr David Gajadharsingh
Title (eg Principal): Headmaster
Qualifications: BSc (Hons), PGCE, NPQH
Awarding body: City University, Oxford University, NCSL
Consultant's comments: Mr Gajadharsingh is in his second year at Bedstone College. He is supportive of the work of the Learning Support Department and the integration into the school of children with a wide range of abilities.
c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Mr Jamie Lowe
Title (eg SENCO): Head of Learning Support
Qualifications: MA (1st Class Hons), PGD (SEN and Inclusive Education), PGCE, CPT3A
Awarding body: Edinburgh University, Edge Hill University, Oxford

Consultant's comments: Mr Lowe is in his fifth year as Head of Learning Support at Bedstone College. He has experience in working with children with a wide range of special educational needs and is keen to undertake further training to obtain AMBDA.

- d) **Head/Principal's telephone number if different from above:**
Tel: 01547 530303 extn 204
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: 01547 530303 extn 221

Background and General Information

- 4. a) **Recent inspections:** ISI September 2009

Consultant's comments:

The ISI inspection found that Bedstone College successfully met its aims. It found the quality of teaching to be good, allowing the pupils to reach good levels of achievement. Outstanding pastoral support added to the quality of teaching.

The report commented on the exemplary behaviour of pupils in lessons being a consequence of good teaching and of the outstanding relationships between teachers and pupils and amongst the pupils themselves.

The inspectors found that the quality of the guidance and support from LDD specialists is of a good standard and well-structured. It gave the pupils the support they need to make good progress. The report recommended that the good practice is spread to all teaching areas.

Independent
Schools only

- b) **Current membership (eg HMC, ISA etc):** ISA, SHMIS

- c) **Department of Education Registration Number:** 8931600

- d) **Numbers, sex and age of pupils:**

		Total	Dyslexic/ SpLD	Accepted age range
Day:	Boys:	77	14	3-18
	Girls:	77	7	3-18
Boarding:	Boys:	50	5	9-18
	Girls:	36	7	9-18
Overall total:		240	33	

Consultant's comments: The college has maintained its pupil numbers since the inspection in September 2009. There is a good balance between girls and boys with approximately 14% of the students having an identified specific learning difficulty.

- e) **Class sizes – mainstream:** Approximately 10

Consultant's comments: Classes are sufficiently small to enable the class teacher to give individual support.

- f) **Class sizes - special needs:** 1

Consultant's comments: Each pupil receives individually planned lessons prepared to meet their learning style and specific difficulty.

- h) *For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: The most recent ISI report states that 'Pupils say confidently that there are numerous staff members whom they can turn to for help and guidance'. There are four boarding houses at Bedstone, with a third of boarders coming from service families. All of the boarding staff have children at the School, which helps them to understand the needs of the pupils. The School's intention is to create an extended family. Boarders and day pupils spoken to on the day of the visit appeared extremely happy.*

Staffing and Staff Development

- DSP, SPS, 5. a) **Qualifications, date, awarding body and experience of all learning support staff:** Head of Learning Support Faculty: **Mr J G Lowe**, MA 1st Class Hons in French with English Literature (Edinburgh University 1989). Lector in English at Université de Caen, France 1989-1990. PGCE in MFL (Oxford Brookes University 1994). Post-Graduate Diploma in SEN and Inclusive Education (Edge Hill University 2008), CPT3A from Real Training in 2008. 3 years experience as a secondary and Primary class teacher in Special Education at Haughton and Southall Schools, Telford, 4 years experience as Head of Learning Support at Bedstone College.
- Mrs Joy Armstrong.** Part-time SpLD teacher. MSc (Greenwich University 1991), PGCE (Manchester Metropolitan University 1992), OCR Level 5 Certificate in Teaching Learners with Specific Learning Difficulties (Dyslexia) (KS1 – Adult) Wolverhampton Grammar School, 2007
OCR Level 7 Certificate in Assessing & Teaching Learners with Specific Learning Difficulties (Dyslexia) (KS1 - Adult) Wolverhampton Grammar School, 2008
Visiting Lecturer, assessing observing and mentoring teachers and LSATs in post for qualification of AMBDA and ATS (Edge Hill University 2011-2012)
2008– present: Learning Support Teacher, Bedstone College, Bucknell, Shropshire. Part-time specialist teacher
2007- present: Specialist Dyslexia Teacher at Dyslexia Teaching Workshop, Mayfair Community Centre, Church Stretton on behalf of the Shropshire Dyslexia Association
2002-present Special Needs Teaching Assistant, St. Lucia's CE Primary School, Upton Magna, Shrewsbury
2000-2002 Special Needs Support Assistant, Opportunity Pre-School, Suttons Farm, Shrewsbury
2003-2008 Secretary of Shropshire Dyslexia Association
2007-present Member of PATOSS (Professional Association of Teachers of Students with Specific Learning Difficulties)
- Mrs Karen Mitchell,** part-time SpLD teacher. PG. Dip Ed. (Edgehill University 2011). OCR Level 5 Certificate in teaching learners with specific learning difficulties. 2006 – 2007. OCR Level 7 Diploma in assessing and teaching learners with specific learning difficulties (dyslexia) 2007 – 2008.
Post Graduate Certificate in Autistic Spectrum Disorder. 2010. This qualification is at level 7 and was accredited towards my Masters in Education. APC Practising Certificate PATOSS (Diagnostic Assessment Masters Accreditation).
2008 – present: Specialist tutor Bedstone College. Access

arrangements for GCSE and GCE. Diagnostic Reports for DSA. Sept 2012 - present: Specialist Tutor at Shrewsbury School. Access arrangements for GCSE and GCE. Diagnostic Reports for DSA. 2011 – 2012. Edgehill University assessing teachers and LSATs for AMBDA and ATS. Training in schools for multisensory teaching methods and updates to teachers and teaching assistants. 2010 – 2011 Specialist Tutor at Moor Park School, Ludlow (Independent Preparatory School age 3 – 13) also private tutor qualified to carry out full diagnostic assessments and assessments for access arrangements for GCSE and 'A' Levels. 2007 – present: Member of PATOSS (Professional Association of Teachers of Students with Specific Learning Difficulties) 2009 – present: Listed on SASC website for specialist assessor and tutor. 2005 – 2008: Private Tutor and specialist tutor for the Telford Dyslexia Workshop. Private assessments for dyslexia. 1999 – 2005: Trained with Walter Bramley who developed the Early Literacy Kit and Units of Sound.

Consultant's comments: The three members of the Learning Support Department are highly qualified specialist teachers who bring to the College recent and current experience in other settings. They could each make a significant contribution to the College's in-service training programme in the future.

DU 14

- e) **Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of Dyslexic (SpLD) pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)** All lessons are one-to-one, taught by the three specialist teachers above. Mrs Armstrong and Mrs Mitchell tailor one to one lessons based on multi-sensory structured dyslexia literacy/ numeracy support programmes (e.g. Alpha to Omega / Hickey etc). Mr Lowe also uses structured cumulative and multi-sensory literacy and numeracy programmes, and specialises in Study Skills and Revision and Exam Technique with KS4 and KS5 learners, with carrying out assessments and processing appropriate exam access arrangements and the overall day-to-day running of the department. All three staff members are qualified to carry out psychometric tests for public examination Access Arrangements. Mrs Mitchell and Mrs Armstrong are qualified to carry out and write up full diagnostic reports.

Consultant's comments: Students are, whenever possible, taught by a member of department with particular experience in teaching the age group of the pupil and the skills needing to be developed.

Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**

- **Identification and assessment**
- **Support for policy from Senior Management Team**
- **Support for policy from governors**

All new scholars are invited for an informal discussion with the Head of LS on entry to the secondary school. If necessary they are then assessed following this discussion using the Bangor Dyslexia Test and The Wide Range Intelligence Test. Further assessments may then need to be carried out depending on the outcome of these initial assessments. New entrants to the prep school are assessed and referred if necessary by their class teacher. Pupils experiencing difficulty are also identified through the regular Mark Order meeting system. Scholars or parents

may also self-refer at any time.

If it is thought that a scholar may need some help or support on a regular basis then parents or carers will be informed and asked to give their consent. There is a charge for regular LS lessons, and LS staff will make a recommendation as to how many weekly lessons may be needed and over what timescale. Any changes in provision will be discussed and agreed by parents.

Please also see Learning Support Handbook attached.

Consultant's comments: The Department has good systems in place to identify students with a specific learning difficulty and in need of support within the College. Thorough procedures also ensure that prospective pupils' needs can be met before a place is offered by the College. The governors have helped with the purchase of resources to develop the work of the department and this, along with improved accommodation, has put it in a strong position to move forward. It is the intention to have some governors linked to departments in the near future.

Criterion 3

- b) **Admission policy / selection criteria:** Please see attached Admissions Policy September 2012

Consultant's comments: Good procedures are in place to ensure that a pupil's needs can be met before a place is offered.

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** Each department produces key word lists which are available to all learners, but which are aimed specifically at learners with additional or specific learning needs.

Please also see departmental handbooks and Equality and Diversity Policy Sept 2012 attached

Consultant's comments:

From the lessons observed it is apparent that teachers are flexible in their approach, ensuring that individual needs are met and pupils' learning preferences are accommodated. IEPs are considered in planning and questions are posed sensitively in lessons. Regular meetings are held to review pupil performance. The focus varies from effort, to academic attainment and overall progress. The School is small enough to ensure that the performance of all pupils are reviewed. It is pleasing to see that some pupils with Specific Learning Difficulties appear on the Gifted and Talented register.

School Organisation

7. a) **How is the week organised?** Academic lessons are taught Monday-Saturday. All lessons are 40 minutes long. On Monday there are six lessons, with a Games session in the afternoon. Tuesday Thursday and Friday there are eight lessons, and on Wednesday and Saturday there are five lessons in the morning, with Games sessions held in the afternoon.

Consultant's comments: A restructuring of the school day has recently taken place and this has the support of the students and of the parents spoken to.

There are a range of sporting opportunities on offer, especially considering the size of the School, with Bedstone having particular strengths in athletics and swimming. In addition various subject related trips and sports tours are arranged, both in the UK and further afield, to supplement the curriculum.

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** IEPs contain 1 or 2 specific targets / guidelines for mainstream teaching staff. These often include guidance for the setting of prep tasks. Some pupils are encouraged to word process their prep. One pupil in Y13 currently uses speech recognition software (Dragon Naturally Speaking), and four others Y7, Y8, Y9 and Y10 are getting to grips with speech recognition software under the guidance of Learning Support. Two students with poor reading skills are experimenting with Text to Speech software (Read and Write Gold). It is planned that Learning Support will buy a site license for Read and Write Gold in 2013 with the proceeds of its annual Learning Support Conference.

Consultant's comments: Additional support for prep and homework can be given during the timetabled sessions with Learning Support staff. A good level of understanding of the individual needs of dyslexic pupils through IEPs has developed and this has enhanced the sensitivity of staff when setting and marking tasks.

DU 13

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** Head of Faculty status. Mr Lowe sits in on Faculty meetings where decisions such as whole-school assessment and marking policies are decided.

Consultant's comments: Mr. Lowe has a wide range of opportunities to influence the policies of the school in meetings and informally.

Identification and Assessment

Criterion 1;
DSP &
SPS 6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:** All new secondary and tertiary age pupils are screened on entry using the Bangor Dyslexia Test by the Head of Learning Support. New primary and nursery pupils are assessed and referred for additional screening by class teachers.

Consultant's comments: A good level of knowledge of the signs of dyslexia and other learning difficulties helps to ensure that younger pupils can be referred to the Learning Support Department for further assessment at an early stage.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** Individual intervention plans are proposed to parents and additional testing is carried out using standardised tests to assess areas of individual strength and weakness.

Consultant's comments: The College's excellent relationships with the parents ensures that appropriate provision can be put into place when it is necessary.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Our learning support department can provide a range of assessments up to a full diagnostic assessment. We have Specialist Teachers qualified with an APC practising certificate, which allows them to diagnose dyslexia and recommend intervention teaching plans.

Consultant's comments: The College is fortunate to have well qualified staff able to give a thorough and in-depth assessment of children with specific leaning difficulties. This negates the need for significant involvement from professionals outside the College.

Teaching and Learning

Criterion 3;
MS & DU 12;

9. a) **Lesson preparation and delivery to meet the needs of dyslexics for:**
- **Curriculum subjects**

- **Literacy support**

Consultant's comments: Lesson observations by senior members of staff helps to ensure that planning and delivery of lessons meets the needs of all students. The Learning Support staff have an in depth understanding of the learning styles of each pupil taught in the department and this is reflected in the planning and delivery of all individual lessons. Mr Lowe plans to carry out regular lesson observations to assess the performance of pupils with SpLD in main stream lessons and offer advice on how to cater for their individual needs where appropriate.

- b) **Use of IEP's:** IEPs are updated and issued to parents and all teaching staff each term. IEPs contain details of standardised scores for verbal and non-verbal IQ and for spelling, reading and maths.

Consultant's comments:

IEPs have been introduced comparatively recently and are still in the process of being developed. It would be beneficial if individual targets for the older pupils were as specific as those for the younger pupils.

- c) **Records and record keeping:** IEPs and Access Arrangement details are stored electronically and on file in the Headmaster's PA's office.

Consultant's comments: The record keeping system is thorough and well organised. It would be advantageous if all teachers in the learning support department used a common system to record individual lessons.

Criterion 3

- d) *For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)*

Detailed IEPs itemise underlying ability scores, scores obtained from attainment tests, areas for development and pupil targets. There is also space for parental and pupil input.

Criterion 3

- e) **Impact of provision – assessment summary** (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	63	63	80%	121	48
Dyslexic (SpLD) Pupils	1 (Y12)	1	100%	150	38

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	25	96%	84%	100%
Dyslexic (SpLD) Pupils	6	88%	50%	100%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	12 (assessed internally)	9		9			

Dyslexic (SpLD) Pupils	5	3		3			
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Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	7	7		7			
Dyslexic Pupils	2	2		2			

- f) **Any other relevant information, eg details of any other examinations taken, Reading and Spelling age assessments:**
Students sit the Centre for Evaluation and Monitoring (CEM) “Yellis” test in September of Year 10 and the “ALIS” test in the September of Y12. Yellis – Year 11 Information System is a value-added monitoring system ALIS – Advanced Level Information System provides performance indicators for post-16 students.

Consultant’s comments: The results of the pupils compare favourably with the whole school performance. Good systems are in place to ensure students of all abilities are fulfilling their potential and attaining their predicted grades. Mr Gajadharsingh plans to extend the School’s tracking system to include pupils below Year 10.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Up to 25% extra time, Reader / scribe, use of word processor, rest breaks, modified language papers.

Consultant’s comments: A full range of access arrangements are obtained for candidates with special needs. The school has sufficient qualified staff to carry out the assessments.

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils’ responses regarding their school and teachers:***

The pupils were largely positive about the School and spoke with confidence about their experiences. They felt that their needs were understood far better at Bedstone than at their previous schools, with lessons appropriately paced; they also appreciated that ‘teachers explain things in more than one way’. They felt that their peers were very accepting of their learning differences. They were happy with the range of subjects on offer and the extra-curricular activities including choir, school band and sports. They spoke highly of the Headmaster and clearly found him to be very approachable. They also valued the newly formed School Council, where their opinions can be heard.

Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**
Consultant’s comments: The department has a good range of appropriate teaching resources including computer software, commercially developed teaching programmes supplemented by material produced by the staff.
- b) **Library:** A collection of about 75 dyslexia friendly fiction and non-fiction books is held in the school library. These are used routinely by our Learning Support students and more recently by our EAL learners.
Consultant’s comments: The main library is inviting and has a clearly defined section for high interest/low reading age books; there are four computers for pupil use. In addition there is a non-fiction room with tables for quiet study, frequently used by the older students.

- c) **ICT:** We are currently experimenting with Speech Recognition software and with a powerful text to speech programme, Read and Write Gold. These are being used with some students already, and it is planned that we will buy a site license for this in 2013 (see above 7 b). ICT is used routinely in all Learning Support lessons.

Consultant's comments: There are interactive white boards in the majority of classrooms and pupils are permitted to work on laptops in lessons when appropriate. A suite of 20 computers is available for use the by various departments.

DU 10 & 11

- d) **Learning Centre:** *Consultant's Comments: The department has recently moved into accommodation formally used by the music department. It provides several teaching rooms suitable for individual, or in some cases, small group tuition. Ideally it should be located in a central area of the College but an awareness of the need for close working relationships between the Learning Support staff and all subject teachers is developing..*

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Statement of Special Educational Needs

11. a) **School policy:** We do not discriminate in any way regarding entry. Applications from pupils with specific learning difficulties (specifically dyslexia, dyspraxia and dyscalculia) are welcomed providing that our Learning Support Department can offer them the support that they require.

Consultant's comments: The College has staff with considerable experience in meeting the needs of pupils with statements and the accompanying tasks and procedures to review and maintain them.

Independent
Schools only

- b) **Types of statemented needs accepted:** MLD, SpLD

- c) **Number of statemented pupils:** 1

Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

- Independent Schools only 12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

*For completion by consultants only: **Parent Contacts:** All of the parents contacted were extremely supportive of the School and said they appreciated the help their children receive from the Learning Support Department. They talked unprompted about improvement in their children's confidence, with comments such as 'he has made huge progress academically and emotionally' and 'she now believes she can improve'. A common message was that the School has an excellent relationship with parents, with effective lines of communication and an open door policy; similarly it was said that an excellent relationship exists between teachers and pupils. Some parents commented on the whole School 'team work', with teaching staff, through to the mini bus drivers knowing and understanding their children.*

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15.	Category proposed: DU
	Consultant's name(s): John Lewis & Jayne Evans
	Consultant's signature(s): Date:
16.	Approval registration number:
17.	Chairman's name:
	Chairman's signature: Date: