



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
Email: admin@crested.org.uk

Re-registration Application Form Category DU – Dyslexia Unit

Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- 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.
- Supporting documentation required as part of the re-registration process is *indicated in red* within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category?	DU	Change of Category?	NO	Category applied for	DU
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Contact Details

Name of person completing form:

Mr Jamie Lowe

Tel:

01547 530303

Email:

jamie.lowe@bedstone.org

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

Name of contact:

As above

Tel:

Email:

Date of visit:

25/1/16

Name of Consultant(s):

R A McCarthy

School Details

Name of school:	Bedstone College		
Address of school:	Bucknell, Shropshire. SY7 0BG.		
Telephone:	01547 530303	Fax:	01547 530740
Email:	reception@bedstone.org		
Website:	www.bedstone.org		

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

Name:	Mr David Gajadharsingh		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:	01547 530303 extn 204		
Qualifications:	BSc (Hons), PGCE, NPQH		
Awarding body:	City University, Oxford University, NCSL		

Consultant's comments

Mr Gajadharsingh is wholly supportive of the work the Learning Support Department does and is knowledgeable about its aims and teaching methods. He is appreciative of the academic success the department achieves as well as the personal success of individual students.

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

Name:	Mr Jamie G Lowe		
Title (e.g. SENCO):	Head of Learning Support		
Telephone number if different from above:	01547 530303 extn 221		
Qualifications:	MA (1 st Class Hons), PGDip SpLD (Level 7), PGD (SEN and Inclusion), PGCE, CPT3A		
Awarding body:	Edinburgh University, Hereford and Ludlow College, Edge Hill University, Oxford Brookes University, Real Training		

Consultant's comments

Mr Lowe is well qualified and experienced. He has a good understanding of the needs of his students as well as the means to help them. Students enjoy his lessons and mainstream staff respect his advice.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	8931600			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	58	9	4-18
		Girls:	55	4	4-18
	Boarding:	Boys:	54	7	11-18
		Girls:	20	1	11-18
	Overall total:		187	21	

Consultant's comments

Numbers have fallen since the last CReSTeD visit. However, students across the age groups know each other and are also easily able to access 'teacher time' as they need it. The percentage of students on the SEN register is 11%, which is very slightly below the last visit's 14%.

- c) Class sizes – mainstream: 8 average

Consultant's comments

On the day of the visit, classes visited ranged from 10 to 13. Smaller classes were observed on the tour of the school.

- d) Class sizes – learning support: 1

Consultant's comments

Learning Support is mainly provided on an individual basis although shared lessons are possible.

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

The ISI report, done last year, is awaited.
The Head of Boarding has an understanding of the needs of students who have difficulties in organisation and ensures that there is flexibility in approaches to such weaknesses, so that students feel supported. House Parents are key members of the school's pastoral team.
Pastoral care is based on the Competitive House system and tutor groups are generally less than 12. Tutors meet their tutees at least twice a day for registration and the tutor is responsible for the welfare of the student and is the first point of contact for parents.

Independent
Schools
only

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

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

ii. **Recent Inspection reports**, please indicate copy enclosed

or provide link to view reports via the internet

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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

Consultant's comments

There are three separate prospectuses: Junior School, Senior School and Sixth Form. All are attractive and based on photographic information about the school.

The 'interim' boarding inspection (2012) made some suggestions for improvement, which have been addressed.

The newer ISI report is, as previously mentioned, awaited.

Fees are within the average range for support lessons.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

We are a non-selective school. 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

Care is taken to select students who will be able to benefit from the type of education Bedstone offers. The school has a family atmosphere and students were observed to support each other with kindness. The relationship between staff and students is good and there is mutual respect. Parents were keen to comment that teachers and students consider learning differences as unremarkable; allowing self-esteem and confidence to develop quite easily.

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** Enclosed
 - ii. **Support for policy from Senior Management Team** see SH/enclosed/see below
 - iii. **Support for policy from governors** see SH/enclosed/see below
 - iv. **Admissions Policy/Selection Criteria** enclosed
 - v. **Identification and assessment** See Learning Support Handbook

Consultant's comments

The Staff Handbook contains useful information and advice as well as links to websites such as JCQ advice for controlled assessments.

The Learning Support Handbook gives an outline of types of learning need dealt with, resources for teaching and assessment and policies for support are outlined. Teaching qualifications for Mr Lowe (HoD) and Mrs Chilles (part-time teacher) are given and admissions procedures are outlined.

Governors are keen to endorse the aims of the Learning Support Department and have active involvement with teaching staff. They visit lessons within the school and are aware of how the school functions.

The separate Admissions Policy document states that students with specific

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Criterion 4	<p>learning difficulties will be welcomed to Bedstone so long as their needs can be effectively catered for. There is also a policy for Equality and Diversity that clarifies the rights to 'reasonable adjustments' for students with disabilities, including dyslexia. One of the Governors, who has a dyslexic child at Bedstone, was contacted. She vouchsafed the support of the Board of Governors. Each of the Governors has links with his or her 'own' group of teachers, which ensures direct contact between teaching staff and Board of Governors.</p>
	<p>d) Give specific examples of the whole school response to SpLD</p> <p>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.</p> <p>Consultant's comments</p> <p>Staff were aware of the specific needs of their students and appreciated the support and information provided by Mr Lowe. There has been regular INSET for staff regarding specific learning difficulties (the last also involved a Governor of the school who has relevant expertise in this area) and teachers feel that they have benefited from this. Differentiation was noted in all three mainstream lessons observed as well as appropriate support and advice for all students. Within the Junior School there is a 'spelling club,' which reinforces teaching of spelling patterns through games. This is in addition to lessons with the LS Department.</p>
	<p>e) Number of statemented pupils: 2</p> <p>Consultant's comments</p> <p>Both students appear to be well supported, with effective Individual Learning Plans in place. Annual Review documentation was available for inspection and was correctly kept. As well as sympathetic support from Mr Lowe, statemented students are able to benefit from small classes and almost individual attention. They appear to be making good progress.</p>
Independent Schools only	<p>f) Types of statemented needs accepted: MLD, SpLD</p> <p>Consultant's comments</p> <p>A wide range of learning difficulties can be, and is, catered for at Bedstone.</p>

3. Identification and Assessment

Criterion 1	<p>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:</p> <p>All new secondary and tertiary age pupils are screened on entry in a discussion and using the Bangor Dyslexia Test with the Head of Learning Support. New primary and nursery pupils are assessed and referred for additional screening by class teachers. Potential new students with suspected SpLD or additional learning needs (or their parents) meet the Head of Learning Support on their first visit to school. Where diagnostic assessments are available, these are requested at the admissions stage and passed to the Head of Learning Support. Time will be allocated for discussion and further assessment where necessary with the Head of Learning Support at subsequent taster visits.</p> <p>Consultant's comments</p>
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This system appears to work well and there is sufficient awareness of SpLDs within the Junior School for difficulties to be noted and assessment made. Mrs Chilles works closely with the Junior School and tends to take students from there for specific literacy lessons. She liaises with Junior School teachers so that she can reinforce their teaching. Senior school teachers are also ready to refer students whom they feel could benefit from support and do pass on information to Mr Lowe.

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

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

Students as well as parents appreciated the fact that their difficulties had been noted and support put in place. Parents contacted confirmed that they had been consulted about diagnosis and intervention where difficulties had been identified by the school.

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

Our learning support department can provide a range of assessments up to a full diagnostic assessment. We have Specialist Teachers are qualified to diagnose dyslexia and recommend intervention teaching plans.

Consultant's comments

Mrs Chilles holds an APC, so can carry out diagnostic assessments. Mr Lowe is qualified to assess for Examination Access Arrangements and the establishment of teaching programmes. An Educational Psychologist's assessment can be accessed if it is needed.

4. Teaching and Learning

4. 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

Lessons appeared to begin on time and movement between them appeared to be efficient. Lesson length was effective and in all lessons observed activities were varied. Those who needed to 'fiddle' with something, to aid concentration, were able to do so without comment.

Students were engaged by their lessons and discipline was good.

- b) Details of arrangements for 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 Y12 is currently using speech recognition software (Dragon Naturally Speaking), and others 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).

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Consultant's comments

Supervised prep is available for all students and support is available for boarders who might need it.

'Mock' examinations had recently been completed when the school was visited and it was clear that appropriate access arrangements had been used. Excellent feedback was noted on students' examination papers.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

Through formal and informal assessment, discussion with subject staff and analysis of progress reports individual IEPs are produced. These will focus on the specific needs of the student. They are shared with subject teachers and parents and the student themselves. Often, a need to focus on particular skills required for particular subjects will have been identified and strategies will outlined and practised in the 1-to1 Learning Support lessons that each student will have. The teacher in the classroom can support this in individual subjects, or more generally across all subjects if appropriate.

Formal literacy teaching occurs in the Junior School. In the Senior School, support for literacy is delivered through formal English lessons and through the one-to-one support provided by the Learning Support Department. Discussions take place between classroom teachers and the Learning Support teacher to identify what literacy support is needed. The Learning Support teacher, as with curriculum subjects, will focus on the agreed learning targets. There are specific literacy lessons which take place in the Junior School. English lessons in the senior school will also have 'reading' lessons built into the schemes of work. In these lessons additional support, over and above what is normally delivered through knowledge of the IEP, will be offered by teachers (or TAs).

Consultant's comments

Lesson plans in mainstream lessons took into account the needs of all students. An English lesson was successfully interactive, with students involved in discussion about planning for writing, given their own learning needs and styles. Students were mature, humorous and relaxed. Their relationship with their teacher was a delight.

A Maths lesson was successful in enabling students to understand a difficult concept and again the relationship between the teacher and the class was easy and polite. Care was taken in both lessons to ensure that homework was carefully recorded and understood.

In a junior school lesson differentiation was observed to be working well, teacher assistants were providing valuable support and the same easy and relaxed relationship between teacher and pupil was noted.

Lessons in Learning Support were made interesting by the use of a range of resources, including some excellent computer programs, and it was obvious that students were enjoying their lesson and felt that they were able to grasp ideas that had previously been difficult to understand. The same good rapport was evident and students' confidence was boosted by their improved grasp of the work covered.

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

IEPs are updated and issued to parents and all teaching staff each term. IEPs contain details of standardised scores for verbal, non-verbal and overall

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IQ and for spelling, reading and maths. Scores for cognitive processing speed are also included where relevant. IEPs are also available on the school's Schoolbase database as well as on the Staff area of the school network.

Please indicate **two examples** enclosed

Consultant's comments

The information provided is useful. Space for parental and student comment is available but rarely used; participation could be encouraged. Some streamlining of information included was discussed and changes are being made to improve target setting.

Teachers find it useful that IEPs can be accessed on the intranet so that paper copies do not overwhelm them.

e) **Records and record keeping:**

IEPs are stored electronically as outlined above. Exam Access Arrangements records are stored on file in the Headmaster's PA's office.

Consultant's comments

Record keeping is clear and efficient. Pupil tracking is good.

Criterion 3

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

Provision for two students was examined. Provision had led to gains in comprehension and mathematical performance in one student's case in particular.

The other student, who has only one support lesson a week, had made less progress (according to standard scores provided). It would be useful to show on the IEP when testing has taken place, as it is not clear whether test results refer to recent testing or original assessment.

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	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	37	37	68	124	39
SpLD Pupils	2	2	100	305	87

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	23	100	96	100
SpLD Pupils	1	100	100	100

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Pupils							

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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							
Dyslexic Pupils							

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

Due to small cohort size, we also include below results data for the last 4 years (2012-2015 inclusive). Our results data does not quite match the format requested above, but this is the closest match.

A Level (Year 13 only)

All students 219 entered, percentage achieving A-E: 85

SpLD students 12 entered, percentage achieving A-E: 100

Value Added data (ALIS) for the last 3 years is as follows:

A level (Year 13 only) Average VA score for cohort (2013-2015)

All students -0.7

SpLD students +0.2

GCSE (Year 11)

All students 1087 entered, percentage A*-E: 76, percentage 5 A*-E: 79 (Inc E&M)

SPLD students 185 entered, percentage A*-E: 52, percentage A*-E: 10 (Inc E&M)

Value Added data (YELLIS) for the last 3 years is as follows:

GCSE (Year 11) Average VA score for cohort (2013-2015)

All students -0.2

SpLD students +0.1

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. Value Added data is based on these assessments.

Consultant's comments

It appears that students with SpLDs perform rather better than those without, and although reasons for this could be complex, it is good to see that value has been added.

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

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

In consultation with the student (and parents), the LS teacher will establish what extra tuition may be of benefit to the student. This is recorded on the IEP and reviewed every term. LS has no set scheme of work since each student receives an individually tailored programme of study. Lessons should be fast-paced, varied, enjoyable and should always offer the student opportunities to experience success. Structured cumulative or pupil centred approaches are recommended.

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Generally, lessons in Key Stages 1, 2 and 3 are skill-based, whereas lessons in Key Stages 4 and 5 they are more likely to focus on coursework and exam preparation. This is arranged in consultation with the student and / or parents.

Resources

Learning Support is based in its own building and each member of staff has their own teaching room. There is also a large store-room for resources, which include, but is not limited to, the following:

Alpha to Omega
Auditory memory training
Beat Dyslexia
Dragon Naturally Speaking v11 Premium (1 license)
The Dyslexia Institute Maths programme (DIMP)
Dyslexia Rules!
Get Revising!
Hickey Teaching Programme
The Key Stage 3 Learning Kit
The Key Stage 4 Learning Kit
Lucid Comprehension Booster and Expansion Pack
Maths Explained
Megawords
Nessy brainbooster
Nessy fingers (touch typing course)
Nessy Tables (web-based application – multiple licenses)
Numbershark
Reading Comprehension in Varied Subject Matter
Read and Write Gold v10 (1 license)
Speed Up! Handwriting Programme
Starspell
Stride Ahead
The Ginn Handwriting Programme
The Nessy Learning Programme (3 licenses)
TRUGS (Teaching Reading Through Games)
Various games and puzzles
Visual and Auditory memory training
Wordshark

Students in KS3 and 4 who struggle with spelling are encouraged to use the Aurally Coded English (ACE) Spelling Dictionary (LDA), and in KS1 and 2 are given the "500 Word Book" (Learning Materials Ltd, Wolverhampton). LS have support materials for both of these resources which help students to learn how to use them independently.

The Department has two networked PCs, each with a 23" touchscreen monitor and a departmental iPad with a number of apps aimed at students with SpLDs. Wifi access to the school intranet and the internet is available throughout the building.

A collection of c.100 Barrington Stoke and similar books for reluctant or struggling readers is held in the school library and is available to all students

Consultant's comments

There is a very wide range of resources in use and they are used effectively. Both teaching rooms are well-equipped and pleasant spaces.

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Criterion 5.2

b) ICT:

ICT is used routinely in all Learning Support lessons.

As well as constantly exploring new technologies, Learning Support uses a range of IT programmes and iPad apps to support the learning of pupils.

We have a number of students experimenting with Speech Recognition software and with a powerful text to speech programme, Read and Write Gold. The learning support department has purchased multilingual text to speech licenses for the MFL department to support all learners.

Some students who prefer to word process their work have this preference included in their IEP, and staff are encouraged to promote the use of ICT and assistive technology for these students.

Consultant's comments

It was a pleasure to see apps such as 'squeebles' and Steve Chinn's program on division used to enhance understanding. The department has an excellent range of computer-based resources to encourage 'overlearning'.

Criterion 5.3

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

25% extra time, reader / scribe, rest breaks, coloured overlay, use of word processor.

Consultant's comments

Careful consideration is given to the use of computer readers for exam access arrangements and use of IT to promote independence is encouraged. Students had opportunities to practise examination access arrangements and care had gone into the choice of the most appropriate.

Criterion 5.4

d) Library:

A collection of about 100 dyslexia friendly fiction and non-fiction books is held in the school library. These are used routinely by our Learning Support students and are the most frequently borrowed books in the library. 10 new books were added to the library in January 2016.

Consultant's comments

It is good to know that these books are the most successful. 100 is quite a small collection, however, and needs to be kept growing. The library is a very pleasant place and 6th form students were using it to work independently. They were working collaboratively and making good use of their time.

6. Details of Learning Support Provision

DU 6.3

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

The Learning Support Department is a key department within Bedstone College. It is seen not as an 'add-on', as might be the case in some other schools, but as a full academic department. The Head of department is recognised as a member of the teaching staff and is paid on the same scale. This means that the wider school community views the department as having the status of any other academic department. The students that receive learning support are therefore fully integrated into school life and are not anxious about their needs. They do not feel separate from the others and this builds confidence in them. They feel free to use what they practise with their learning support teachers in their other lessons and this, undoubtedly, helps them to achieve. The Learning Support department also plays a key role in

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	<p>the admissions process. The head of department meets with a significant number of families when they visit and his views are integral to the decision on whether to offer a place to a student. Approximately one third of all new applicants are seeking additional specific support for their learning.</p>									
	<p><i>Consultant's comments</i></p>									
	<p>Teachers value informal meetings with learning support teachers as much as the more formal vehicles for information such as IEPs. As the school is small, it is possible for such informal meetings to be successful. The Learning Support Conference organised annually by Mr Lowe also plays a part in establishing the role and value of the department within the school. Although not all teachers are able to attend, many departments are represented. Specific learning needs are accepted as normal and openly acknowledged. Students talk quite happily about what they find easy or difficult and there is a general atmosphere of support.</p>									
<p>DU 6.5 & 6.6</p>	<p>b) Organisation of the Learning Centre or equivalent: The department currently consists of one full-time member of staff (the Head of Department), and one part-time specialist teacher / assessor. A Teaching Assistant employed within the centre and paid by the local authority also reports to, and is directed by the Head of Department.</p>									
	<p><i>Consultant's comments</i></p>									
	<p>The department is small but is quietly effective.</p>									
<p>DU 6.6</p>	<p>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.</p>									
	<p><i>Consultant's comments</i></p>									
	<p>Mr Lowe's influence is evident in teachers' attitudes.</p>									
	<p>d) Supporting documentation, please indicate enclosed:</p> <table border="0" data-bbox="414 1332 1404 1487"> <tr> <td data-bbox="414 1332 446 1377">i.</td> <td data-bbox="446 1332 1324 1377">SEN Development Plan (or equivalent) enclosed</td> <td data-bbox="1324 1332 1404 1377">Y</td> </tr> <tr> <td data-bbox="414 1377 446 1422">ii.</td> <td data-bbox="446 1377 1324 1422">Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</td> <td data-bbox="1324 1377 1404 1422">Y</td> </tr> <tr> <td data-bbox="414 1422 446 1467">iii.</td> <td data-bbox="446 1422 1324 1467">List of known SpLD pupils in school</td> <td data-bbox="1324 1422 1404 1467">Y</td> </tr> </table>	i.	SEN Development Plan (or equivalent) enclosed	Y	ii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	Y	iii.	List of known SpLD pupils in school	Y
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ii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	Y								
iii.	List of known SpLD pupils in school	Y								

7. Staffing and Staff Development

<p>Criterion 7</p>	<p>7. 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 French with English Literature (Edinburgh University 1989). PGCE in MFL (Oxford Brookes University 1993). Post-Graduate Diploma in SEN and Inclusive Education (Edge Hill University 2009), Certificate of Proficiency in Testing Assessment and Access Arrangements (Real Training 2009), OCR Level 7 Certificate in Assessing & Teaching Learners with Specific Learning Difficulties (Dyslexia) (Hereford and Ludlow College 2015) 2007-present Head of Learning Support, Bedstone College 2003-2007 Class Teacher, Southall Special School, Telford</p>
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Part-time Specialist Teacher, **Mrs T Chilles**, BSc Chemistry (Wolverhampton University 1993), PGCE Secondary Science(Wolverhampton University 1995), PGCSplD (Dyslexia) (Edge Hill University 2012) AMBDA (Associate Member of the British Dyslexia Association Level 7,2013) APC (Assessment Practicing Certificate with Patoss, expires 2019), TPC (Teaching Practicing Certificate with Patoss, expires 2019) 1995-2003 Science Teacher in Secondary Education . 2004-2015 Class Teacher predominantly in Special Education: Southall Special School, Severndale, The Bridge, Woodlands. 2012-present : Co-ordinator for the Shropshire Dyslexia Association Tuition Work-shop and self -employed tutor and assessor.

Consultant's comments

Both Mr Lowe and Mrs Chilles are appropriately qualified.

DU 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 lessons are taught 1-to-1 by the above named staff.

MS Only

- f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):

The Head of Department is seen as the specialist in this area. His excellent knowledge base and calm demeanour ensures that he has the attention of all teaching members of staff during INSET. He is regularly asked to deliver whole school sessions, and the following sessions have been delivered since the last CReSTeD visit in Autumn 2012:

Jan 2013 – All teaching staff: *CReSTeD status – what it would entail.* Delivered by JGL

Sept 2013 – All teaching staff: *CReSTeD status – aims and operational objectives.* Delivered by Lesley Farrar / JGL

Jan 2014 – All teaching staff: *Reader and Scribe Training for Exams.* Online course, JGL / Communicate-Ed.

Sept 2015 – MFL, PSHE, PE and History staff. *Impacts of proposed changes to LS time-table.* JGL.

Nov 2015 – Presentation to current and prospective parents. *What Do You Know About – Dyslexia?* JGL and Governor Dr M Lawton

Since 2011, the Head of Department has organised a very successful annual Learning Support Conference, hosting internationally renowned speakers on SpLD. The current mailing list for these events includes 1,000 practitioners from across the West Midlands and Welsh Marches region. These conferences are always well attended by Bedstone's mainstream teaching staff.

Since their introduction in 2010, the use of ILPs is now widespread across the school, and they are now available through the school database, Schoolbase. Since 2014, Bedstone has piloted the use of a TA in the Secondary school, who supports one student with an EHCP primarily, but also other students within his class and another student in a different Year.

Consultant's comments

Mr Lowe continues to work hard to increase staff awareness of the range and impact of specific learning difficulties. Parents too appreciate the presentations that have been given as well as the conferences that have led to increased knowledge and understanding of their children's difficulties. There has been a wide range of conferences both attended and organised.

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 consultant's to enter comments, in which case the field will be left blank.

- Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?

Members of staff observed on the day of visit dealt extremely well with the needs of all students in their classes.

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:

Six parents were contacted, all of whom were happy with the help their children receive from support and mainstream teachers. The majority of parents commented on the increased confidence of their children and their enjoyment of school, 'He looks forward to going'. 'The children are proud of their school'.

Some parents had chosen Bedstone because of its reputation for supporting those with learning difficulties and its CReSTeD status while others had children whose difficulties had been picked up by Bedstone and subsequently assessed.

All felt that communication with the school was excellent, with concerns dealt with quickly and efficiently. One parent commented on how impressed she was that the Head was readily available to parents and that he had a good knowledge of his students. She also noted that she receives 2 or 3 emails a week keeping her up to date with school arrangements and events.

All parents found teachers 'welcoming' and one commented that her child's social skills had developed well at the school.

Parents felt that the presentations made available to them were useful. All feedback received was positive.

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

Seven students were available to chat, 2 girls and 5 boys; a mix of boarders, an 'occasional' boarder and day students. They agreed that Bedstone was much better than other schools they had attended, 'Better by miles.'

One of the aspects that made Bedstone better, was, they felt, the almost individual attention that small classes enabled teachers to provide; 'They make sure that you're not left out- that you fully understand', 'They take you back to basics'.

They also felt that their support lessons helped them to keep up with what was happening in class and they enjoyed them.

They liked the extra-curricular aspects of Bedstone and enjoyed sports. They had a range of 'favourite' subjects and there were few subjects that they did not enjoy.

Their only criticisms involved Saturday school; they would have preferred sports rather than lessons on Saturdays. The girls also resented the fact that

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they could only use their laptops in Thursday's prep session, as they had coursework and useful information stored on them. They understood the reasoning behind this but made suggestions regarding how concerns could be overcome.
They were all very happy at school and in general they liked and respected their teachers and felt that their difficulties were understood and that they were well supported in all aspects of their learning.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
Date:		Date:	

Please ensure:

- *Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.*
- *We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.*

Documents To Be Available On The Day Of The Consultant's Visit

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years, including Reading Ages, Spelling Scores, etc.
- 2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively a document signed by the Principal certifying that the documents have been seen.
- 3) Department policy documents for Mathematics and English.
- 4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
- 5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

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	DU
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:

Bedstone does a good job of supporting students who have learning difficulties, whether specific or general. Teachers are committed to supporting all students and do so from a position of knowledge. Students are happy at Bedstone and the atmosphere of support is also found between peers. There is a 'family' ethos.

The buildings and facilities are good and the main building is a charming and interesting old house. Grounds and sports facilities appear to be well kept and there are ample opportunities for extra curricular activities. Boarders are happy with the range of entertainment available.

Staff go 'above and beyond' to support learning and there is an impressive relationship between staff and students.

Acceptance is certainly recommended.


For Office Use Only

Category proposed:

DU

Consultant's name(s):

R A McCarthy

Consultant's signature:		Chairman's signature:	
			
Date:	28/1/16	Date:	