



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
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Re-registration Application Form Category SPS – Specialist Provision

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? (re-reg only)	SPS	Change of Category? (re-reg only)	No	Category applied for (re-reg only)	SPS
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Contact Details

Name of person completing form:	<u>Elaine Lovett/Denise Mitchell</u>
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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:	
Tel:	
Email:	

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

Date of visit:	30 th September 2019
Name of Consultant(s):	Fay Cookson

School Details

Name of school:	Brown's School		
Address of school:	Hawstead Lane, Chelsfield, Kent BR6 7PH		
Telephone:	01689 876 816	Fax:	01689 827 118
Email:	info@brownsschool.co.uk		
Website:	www.brownsschool.co.uk		

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

Name:	Elaine Lovett		
Title (e.g. Principal):	Headteacher & Proprietor		
Head/Principal's telephone number if different from above:			
Qualifications:	BAHons QTS		
Awarding body:	Middx		

Consultant's comments

Elaine Lovett has been the owner of Brown's School since purchasing it from the Founder, Mr Brown, in 2012. Under her caring leadership the school has grown and continues to flourish. Her belief in a broad and holistic education for the students and her dedication to supporting the staff allow the school to offer and deliver the best in Special Education.

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

Name:	Christopher Ponulak Kate Horsley		
Title (e.g. SENCO):	CP – Deputy Headteacher and SENCo KH – Specialist Literacy Coordinator		
Telephone number if different from above:			
Qualifications:	CP – BAHons PGCE Secondary NASENCo Certificate of Psychometric Testing, Assessment & Access Arrangements KH – BAHons OCR Level 7 Dip in Teaching & Assessing SpLD		
Awarding body:	CP – Lond KH – Lond See Staff List for full information		

Consultant's comments

Christopher Ponulak and Kate Horsley are experienced professionals, who are well-qualified to head up the specialist provision at Brown's. Their passion for providing holistic, tailor-made programmes for the students in their care is shared by the entire teaching team.

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1. Background and General Information

1. a) Dep't of Education Registration No.: 305/6078

Numbers, sex and age of pupils:		Total	SpLD & ASD	Accepted age range
Day:	Boys:	64	64	6-18
	Girls:	20	20	6-18
Boarding:	Boys:	N/A	N/A	N/A
	Girls:	N/A	N/A	N/A
Overall total:		84	84	

Consultant's comments

The School has grown from 55 students, since the last CReSTeD visit in 2016, to the current number of 84 on roll. The Material Change granted by the DoE in 2018, allowing Brown's to educate pupils through to 18 years of age, partially accounts for the increase. However, the Head has intimated that 90 would be the optimum number of students in order to maintain the small school, family feel of Brown's.

c) Class sizes – mainstream: All classes are learning support

Consultant's comments

The class sizes are ideal for students who experience additional learning needs. The high ratio of teachers/support staff to students is of huge benefit.

d) Class sizes – learning support: 6-13 pupils per class
8 classes in total

Consultant's comments

1:1 teaching and therapy sessions also take place. These individual sessions are invaluable.

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

An OFSTED inspection carried out in 2017 generated an Action Plan. All areas highlighted were addressed subsequently and the School now meets all OFSTED and Independent Schools' regulations. The most recent OFSTED inspection, 31 October - 2 November 2018, found the School to be 'Good' in all categories and 'Outstanding' in Personal Development, Behaviour and Welfare, stating that: 'Pupils' behaviour is outstanding, Pupils attend well, listen, work hard, respect each other and are eager to be successful.' It also found that 'The School's work to promote pupils' spiritual, moral, social and cultural development is a real strength.'

Independent Schools only

f) Current membership (e.g. HMC, ISA etc.): British Dyslexia Association; NASEN; PATOSS; Dyspraxia Foundation; National Autistic Society
Therapists have their own memberships to various professional bodies

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National Governance
Association

Consultant's comments

Membership of the aforementioned bodies is entirely appropriate.

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 The Prospectus is included in supporting documentation Enclosures will include the staff list (enclosed) and an overview of policies etc (sample enclosed). Further information can be found on the website:

www.brownsschool.co.uk

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

or provide link to view reports via the internet Ofsted report (2018); this includes Material Change Inspection and approval to increase numbers from 70 to 90 pupils

iii. **Details of Fees and compulsory extras for SpLD pupils** (applicable), please indicate copy enclosed

or provide link to view information via the internet Separate document enclosed

Consultant's comments

The majority of students are LA funded. Fees are based on personalised packages, tailored to the needs of individual students. All Specialist support, curriculum materials and resources are included in the fees. The only chargeable extras relate to school trips, clubs and transport to and from school. Parents are expected to pay only for any external professional assessments. All the information regarding fees is made clear in the School's literature and on the helpful website. When making comparison with other schools it is worth noting that the fees are inclusive of all therapies.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Brown's encourages a broad and holistic concept of education in a small, supportive and nurturing environment. At Brown's the teaching informs the therapy and the therapy informs the teaching. The on-site Therapy Team deliver programmes of intervention to small groups, classes and on a 1:1 basis. Our aim is to provide a programme of lessons and activities that alleviate literacy and numeracy difficulties. Teaching methods are multi-sensory using visual, auditory, tactile and kinaesthetic techniques. Pupils are well supported by a designated Safeguarding and Pastoral Care Team that oversee their emotional and mental health well-being. Supporting pupils to

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Criteria
1 & 2

acquire essential academic and life skills through flexible learning programmes is the aim of the committed staff group at Brown's School.

Consultant's comments

The aims and philosophy of the whole School are not only admirable but evidenced in lessons, amongst staff and students and in daily life at Brown's. The concept that teaching and therapy inform each other and therefore go hand in hand, results in positive outcomes for the students. It is a truly holistic approach, which the school is able to deliver effectively.

- b) Please indicate copy of **Staff Handbook (SH)** enclosed
- c) **If not within SH**, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:
- | | |
|---|---|
| i. Policy for SEN/SpLD | Enclosed |
| ii. Support for policy from Senior Management Team | See below |
| iii. Support for policy from governors | SEN policy has been endorsed by our Governors |
| iv. Admissions Policy/Selection Criteria | Enclosed |
| v. Identification and assessment | Set out in SEN Policy Document |

The School's SEN Policy (enclosed) details the roles of key staff in the school, the Senior Leadership team responsibilities, and addresses Identification and Assessment.

Consultant's comments

This is a robust and practical working document, in which roles and responsibilities are clearly defined. Information for parents/carers regarding the Identification and Assessment process is detailed, yet easily accessible. The policy is reviewed on a regular basis, which keeps it up to date with current practice.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- All lessons are multi-sensory. Pupils receive a daily literacy programme. Literacy lessons are cumulative, multi-sensory with opportunities for over learning.
 - All staff are experienced and/or qualified (or undertaking qualifications) in teaching SpLD.
 - The majority of pupils have significant literacy difficulties. Confidence is gained as they recognise their peers have similar needs and challenges.
 - There is a holistic approach to SpLD and the curriculum is planned to reflect this.
 - Lessons are highly structured and include daily routines aimed at increasing independence and self-esteem.
 - Visual timetables and personal visual prompts are used in classrooms to help pupils with their organisational skills.
 - There is a high staff:pupil ratio throughout the school day.
 - Input and support is giving when necessary to aid understanding, repeat instructions, model tasks. Or provide support for structuring tasks.

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- Lessons are delivered at a slower pace with emphasis on repetition and over learning. Instructions are broken down and repeated in stages. Visual supports are used as a matter of course.

Consultant's comments

The timetable, curriculum, lesson planning, therapy sessions and staffing are all designed specifically to meet the needs of the students. The forty minute lesson periods are a sensible length but if a student needs time out they are able to take a 'learning break.' The balance between academic studies, therapy sessions, sport, art, music etc is well planned and the pace of the day gives a busy yet relaxed, unhurried feel to the School.

- e) Number of pupils with Statements of Need or Educational Health Care Plans (EHCPs): 82

Consultant's comments

Currently all but 2 of the students have Statements of Need or EHCPs

- f) Types of stated needs accepted:
Dyslexia, Dyspraxia (DCD), ADD/ADHD, Sensory Processing Difficulties, Autistic Spectrum Disorder (Condition) mainly Asperger's, Speech and Language and Social Communication Needs.

Consultant's comments

Due to the expertise of the multi-disciplinary team Brown's school is able to meet the needs of a wide of variety of specific difficulties and differences and to comply with the requirements of Statements and EHCPs.

Independent Schools only

3. Identification and Assessment

Criterion 1
DSP &
SPS 6.9

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:

All pupils at Brown's have identified learning difficulties, mostly outlined in their EHCPs. Identifying pupils at risk of additional SpLD takes place through close observation, regular assessment, and consultation with internal (and sometimes external) professionals. Prospective pupils are screened during their assessment days to establish if an education at Brown's can meet their needs; this is considered in conjunction with a child's assessments and reports. If a possible undiagnosed need is observed, parents are advised on how to obtain an appropriate assessment.

Consultant's comments

Although students usually come to Brown's with well documented learning difficulties, the School is fortunate in having professionals on the staff team able to carry out further assessment, to inform teaching and differentiation. The School can also call on external professionals should the need arise.

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

Pupils at Brown's have a range of professional reports, however, the experienced staff team at Brown's constantly monitor pupils and have often observed a need that has been previously overlooked (visual stress, auditory processing disorder, phonological awareness deficits). Parents/Guardians are

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informed if such an observation is made and assessment can take place in-house or a referral made to outside professionals.

Consultant's comments

The staff at Brown's are well-aware of co-occurring difficulties and are vigilant in their observations. This may precipitate further assessment or investigation from a range of professionals, to ensure that all needs are accounted for and met appropriately.

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

The Specialist Literacy Coordinator can assess and diagnose Dyslexia. The Clinical Psychologist, alongside outside professionals, has diagnosed ADD/ADHD. The Sp&L and Occupational Therapists also carry out assessments as and when required. The School has links with a number of outside professionals and would make recommendations to parents.

Consultant's comments

Having on-site assessors is a huge bonus, as is being able to call on trusted external professionals when necessary.

4. Teaching and Learning

4. a) How is the week organised?

There are timetables for classroom teaching, group and individual academic and therapeutic tuition, games and activity programmes which are planned and structured to meet the needs of children with SpLD. Lessons are forty minutes in duration to aid the focus and attention of pupils. Priority is given to differentiated literacy and numeracy teaching. Cognitive and Language Skills lessons are timetabled to teach pupils portable skills and strategies that underpin learning and can be used across the curriculum.

Every pupil accesses eighty minutes of occupational therapy every week (4x20 minute sessions), irrespective of whether or not it is in their EHCP. The OT domains covered in the morning sessions are fine motor skills, gross motor skills and core strengthening, sensory group, touch typing and activities of daily living.

Weekly Social Skills lessons are timetabled for all classes and are delivered by the Sp&L Therapist and her assistants.

Consultant's comments

The timetables are carefully designed and structured to meet the individual needs of all the students. The inclusion of occupational therapy, cognitive and language skills and social skills in the timetable is inspirational.

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

- Daily routines are carefully structured to meet the needs of pupils with SpLD and associated needs.
- All lessons are differentiated to meet the needs of pupils with SpLD.
- Small classes enable close observation, direction and support.
- Every timetabled lesson has an experienced/qualified Learning Support Assistant.
- Close working relationship between teaching staff and Brown's Therapy Team ensures each child is given appropriate support and guidance in the classroom and throughout their timetable day.

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- Multi-sensory techniques and technology equipment are used as widely as possible.
- Constant feedback/liaison between teaching staff, therapists, support assistants and pupils.
- Keyworking sessions at the beginning and end of the day to monitor pupils progress and well-being.
- Use of Daily Progress Sheet in the Senior School and observation sheets in the junior school.
- Weekly homework and home reading is set, appropriately differentiated according to a pupil's needs and learning profile.
- Contact books and reading record logs enable parents and teaching staff to monitor homework tasks. Parents advised termly of the schemes of work that are being covered.
- Support in lessons is provided on an individual basis according to a pupil's specific needs as detailed in their professional reports and assessments.
- An overview of a pupil's needs and support requirements is detailed in their Student Information Sheet (available in every classroom).
- Seating plans are used in every classroom.
- Termly target setting also focuses the support required to meet a pupil's needs.
- Every classroom has a resource station containing OT equipment and specialist literacy support items to aid a pupil's learning.
- Homework Club takes place weekly.
- Reading groups take place daily
- Lunch time clubs are available

Consultant's comments

Assessment of needs and detailed individual pupil profiles inform planning and delivery of lessons. The daily progress sheets ensure that arrangements for each student remain current and help with relevant forward planning. There is a high level of individual support available for all students throughout the school day. The monitoring of homework tasks and provision of a Homework club help to keep students on track. Overall the arrangements for the students give opportunities for the best possible outcomes.

Criterion
3 & 4

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

Schemes of work are linked to curriculum guidelines and given to the Senior Management Team at the start of each half term.

Calendar overviews and long term plans are given to SMT at the start of the academic year.

Lesson plans are completed according to the School's guidelines. Lesson plans detail specific needs and multi-sensory resources to support the needs including differentiated materials for pupils in the class; classroom resource stations contain a range of support materials to address therapeutic and literacy needs.

Lessons are multi-sensory and are planned to engage pupils with a range of learning styles (visual, auditory, kinaesthetic).

Lesson observations are carried out regularly by the SENCo/Deputy Headteacher but colleague observation is also encouraged to promote good practice. The Specialist Literacy Coordinator and Therapists also observe lessons and advise on good practice.

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All classes have daily timetabled literacy lessons that are differentiated to meet their needs. Specialist 1:1 support is delivered if a need has been identified. As previously mentioned, Cognitive and Language Skills lessons are timetabled to support pupils' literacy needs and underpin their learning throughout the curriculum.

Consultant's comments

A number of lessons, both in-class and 1:1 were observed during the visit. It was clearly apparent that the teachers were completely au fait with the differing needs of the students and lessons had been planned to differentiate work where necessary. The ratio of teacher/LSAs to students was high and in some lessons team teaching was seen to be taking place effectively. Some students had individual Key workers.

In class lessons it was noticeable that the students were completely engaged in their learning, able to contribute well to discussions and to listen to the opinions of their peers. Lessons were fun and well-paced, with good materials and resources available.

In the 1;1 lessons observed the empathy and rapport between teacher and student was most noticeable. Teachers were sensitive to the feelings of their students and provided strategies to alleviate signs of stress or tiredness, whilst empowering them with transferable skills.

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

Pupils are set targets by teaching staff and therapists at the start of every term (reviewed termly, new targets set).

Pupils with EHCP's have short and long term targets identified in their plans and these are reviewed annually; they form the basis of the shorter term targets that are set for pupils. Individual targets cover all aspects of a pupil's learning at Brown's both academic and therapeutic.

Assessments takes place twice a year and these inform provision; the following assessments are used:

Access Reading Comprehension Test

HAST – Spelling

MaLT – Maths assessment

WRIT and WRAML2 carried out on new pupils.

As and when necessary the following assessments are also carried out: WRIT, WRAML2, Beery VMI, DRA, CTOPP. Dyscalculia Screening.

The School's therapist also carry out assessments, for example CELF, BOT and COPM.

SOLAR Progress Tracking system is used across the curriculum.

All assessments inform the provision delivered to Brown's pupils.

Enclosed two assessments

Please indicate **two examples** enclosed



Consultant's comments

The setting and meeting of targets is an important part of the holistic education offered at Brown's. Students are able to see when their personal targets are met and what they still need to work towards. Teachers and therapists can use the Solar tracking system to check progress and plan interventions. Examples of assessments seen were professional and thorough and identified areas of strength and weakness. In one a clear diagnosis of dyscalculia was made and helpful recommendations for

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Criterion 3	<p>classroom support were included. These assessment reports are an invaluable source of information for teachers and therapists.</p> <p>e) Records and record keeping: All pupils have files that contain their professional reports, EHCPs, yearly reports and annual review documentation. The Specialist Literacy coordinator keeps an assessment file on every pupil. Pupils' academic and non-academic progress is tracked and reports generated as and when required. The Safeguarding and Pastoral Care Manager keeps safeguarding reports and documentation; she also coordinates, reviews and monitors Student Support Plans. SDQ (strengths and difficulties questionnaires) are used. SOLAR is also accessed by all staff to record pupils' progress. The School's Intranet has assessment, target and appropriate pupil information that is available to staff when they are on site. Every pupil has a Student Information Sheet that is available in every class for staff information; these are reviewed and updated regularly in staff meetings. Case studies are carried out by staff and these are also available for reference. Therapists keep their own professional reports and files.</p> <p>Consultant's comments Detailed records are kept on each student, chronicling their history of need and the interventions which have been successful during their education at Browns. These records are kept centrally and in accordance with GDPR.</p>					
	f)	<p>For comment by consultants only: Review history of provision made for two pupils. The history of provision for several students was viewed. This accumulation of detailed information is invaluable as students move through the key stages. It provides evidence of the students' normal way of working and informs suitable access arrangements. It also shows which interventions have worked and conversely those which may not have proven particularly helpful.</p>				
Criterion 3	g)	<p>Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):</p>				
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						
SpLD Pupils						
GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age 2018/2019	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G		
Whole School	10	60%				
SpLD Pupils	10	60%				
Key Stage 2		English	Maths	Science		

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(if applicable)	No. of Year 6 pupils entered	L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Pupils							
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							
Dyslexic Pupils							

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
- The GCSEs available at Brown's are English, Maths, Science, PE and Art Functional Skills and Entry Level qualifications in English, Maths, History and ICT are also available.
- Pupils are entered for a range of AQA & ASDAN Awards.
- A BTEC in Public Services and Communication is available through engagement with the Challenger Troop programme.
- Assessment takes place twice a year, the following assessments are used:
- Access Reading assessment
 - HAST – Spelling
 - MaLT – Maths assessment
 - WRIT and WRAML2 carried out on new pupils.
- As and when necessary the following assessments are also carried out: WRIT, WRAML2, Beery VMI, DRA, CTOPP.
- The School's therapist also carry out assessments, for example CELF and BOT.

Consultant's comments

The range of exam courses available at Brown's is well thought out and gives the opportunity for all students to be challenged academically and to succeed in their chosen subjects. The students do well in GCSE examinations and, with the addition of Years 12 and 13, further opportunities have become available for students to study to a higher level.

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

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

The whole school is resourced to teach pupils with specific learning difficulties and associated needs. Every classroom contains a resource station equipped with literacy support materials and occupational therapy support equipment. Staff have been advised and trained to make resources to support their subjects; the use of differentiated materials is a key factor in our pupils learning. Cloze exercises and writing frames are used, where appropriate, to reduce the burden of writing. Technology is used when necessary e.g. alpha smart, assistive listening devices

Consultant's comments

All the classrooms, specialist subject teaching areas and therapy rooms were well resourced with support materials. These were seen in use in many

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Criterion 5.2	<p>of the lessons observed during the visit. It was obvious that the students find the resources helpful and enjoy using them.</p> <p>b) ICT:</p> <ul style="list-style-type: none">• ICT Suite equipped with 13 workstations and laptops• Laptops in the classrooms• Touch Type Read & Spell• ipads• Kindles loaded with appropriate reading materials• Alpha Smart with voice activated software• Voice activated software and Dictaphones for recording pupils work• Wordshark, Nessy and Numbershark software• Touch typing software• Specialist keyboards• Reading pens• Interactive white boards in classrooms• Wireless internet access with monitored safety protocols in place
Criterion 5.3	<p>Consultant's comments</p> <p>The ICT in the School is generally good. Many of the above- mentioned devices were seen in use during lessons.</p> <p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>Pupils are assessed for access arrangements using the DASH, TOWRE and WRAT IV assessments. The eAQA/ Form 8 Application for Access Arrangements is completed where necessary. Extra time, rest breaks, scribes and readers are allocated once the appropriate assessments have been carried out. Internal documents detailing access arrangements are available.</p> <p>Consultant's comments</p> <p>Having in-house assessors for Access Arrangements and professionals who are able to provide Form 8s is enviable. More importantly for the students is the careful documentation of their history of need and normal way of working, which translates easily into an examination setting without any stress being caused.</p>
Criterion 5.4	<p>d) Library:</p> <ul style="list-style-type: none">• Library is resourced with fiction and non-fiction books• Reading books in classrooms• Reading schemes for pupils with SpLD• Regular trips to the local library <p>Consultant's comments</p> <p>The Library is a small but delightful, stand-alone building in the grounds. It is bright, well presented and stocked with appropriate reading materials for all ages and stages of literacy. The year 12 Librarian is full of ideas and enthusiasm and should be commended on her efforts to encourage the love of reading throughout the School. Reading groups take place during the week, when all forms of literature are encouraged, from books and magazines to reading games and computerised reading programmes.</p>

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6. Details of Learning Support Provision

SPS 6.2

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

All pupils at Brown's have special educational needs and the school is organised to meet their needs. Therapy and specialist teaching is planned for each pupil to meet their specific needs and this involves all staff. Brown's adopts a holistic programme of teaching to support a pupil's academic and therapeutic needs. Emotional well-being is key in facilitating a pupil's education at Brown's and this is overseen by designated Pastoral Care Team.

Therapists and teaching staff work together to plan and deliver bespoke programmes of learning; lessons and timetables are structured to deliver an education that promotes pupil's strengths and addresses the weaknesses they have with literacy.

Consultant's comments

This is an SPS school, whereby the whole school provides Learning Support, via specialist teaching. The provision of an holistic programme, designed to meet these needs, is at the heart of the school.

b) Organisation of the Learning Centre or equivalent:

Brown's is a school for pupils with specific learning difficulties and associated needs. Provision for SpLD is outlined in this document. The curriculum, therapy and special needs support has been developed and organised to meet all the pupils' needs.

Consultant's comments

The timetable, curriculum, lessons, therapy sessions and extra mural activities are carefully planned for the enjoyment of a safe, happy and educationally successful environment. The Head and Staff meet daily as a team and are committed to finding the best ways of supporting the students in their care.

c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

The Specialist Literacy Coordinator, SENCo and Therapists advise staff on the curriculum. All staff have experience and/or qualifications in teaching pupils with SpLD and associated needs.

Consultant's comments

The staff team, collectively, have a wealth of knowledge and relevant experience in working with students who have special and/or additional learning needs/differences. The leadership is excellent and all staff spoken to felt confident in their roles. They appreciate curriculum advice and being kept abreast of the needs of individual students.

d) Supporting documentation, please indicate enclosed:

i. **SEN Development Plan (or equivalent) enclosed**



ii. **Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff enclosed**



examples

iii. **List of known SpLD pupils in school Available on the day (GDPR)**



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7. Staffing and Staff Development

Criterion 7	7. a)	<p>Qualifications, date, awarding body and experience of all learning support staff: See staff list.</p> <p>Consultant's comments The qualifications and experience of the staff are impressive and entirely appropriate for the setting.</p>
DSP/SPS 7.3	b)	<p>Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?</p> <p>Staff teaching English and Literacy have qualifications related to the teaching of pupils with SpLD and associated needs.</p> <p>Consultant's comments This is correct.</p>
MS Only	f)	<p>Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): Regular in-house training is delivered by specialist staff and therapists. Individual staff training needs are identified through CPD and appropriate courses are found to further professional development (member of staff due to start the OCR Level 7 qualification). Recent staff INSET has included: Multi-Sensory Learning SpLD in the Classroom Vocabulary in the Classroom Working Memory Comprehension skills</p>
MS Only	f)	<p>Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): Regular in-house training is delivered by therapists and other specialist staff. Individual staff training needs are identified through CPD and appropriate courses are found to further professional development. Recent staff INSET has included: Multi-Sensory Learning SpLD in the Classroom Vocabulary in the Classroom Working Memory</p> <p>A full list of training is available in school.</p> <p>Consultant's comments On-going training takes high priority as per the School development Plan. Individuals are encouraged to continue their professional development and are updated with training relating to Safeguarding/Keeping Children Safe in Education (KCSIE) etc.</p>

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

Yes, in every way.

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:

All parents contacted were unanimous in their praise for Brown's, its Headteacher, Teaching staff and Therapists. Their shared experiences of children being unhappy at previous schools was in marked contrast to Brown's, where parents reported 'children feel safe' in the 'family environment' of the School. Staff were described as 'amazing in the understanding of the children and how they work.'

One parent said their son was 'a changed boy within two weeks of starting at Brown's. He now has confidence and has made friends.'

Parents feel that their children are 'loved' at the school and one mother stated 'it's a miracle to me how his self-esteem has increased and how he now likes learning.'

Communication with the school was described as good although one parent pointed out that they do not need to keep contacting the school as everything is being done for their child as promised.

The provision of transport to and from school was universally approved.

A parent of a thirteen-year-old student said 'when he came to Brown's, from another school. which had failed him, he was broken. At Browns they have put him back together again.'

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

Several students were spoken to informally during the visit. They said that they love their school; one added 'I never want to leave.' The general consensus was 'Brown's is a place where problems are identified and sorted out quickly.' The students explained that 'everyone is encouraged to be the best that they can be.' They felt 'accepted for who they are and are never made to feel different or to stand out, except in a good way.'

Therapies, 1:1 lessons and learning breaks were singled out as being really helpful. All the students felt they were 'doing well' with their work. They all knew a trusted adult to whom they could speak if they had problems.

Everyone spoke positively about community links and especially about Pizza Lunches. Only a Brown's student can explain the latter.

These young people, with a wide range of special needs, presented as articulate, confident and secure in their school environment.

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.

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):	
<i>E P Lovett</i>			
Date:	30/09/19	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.
- 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)	<input checked="" type="checkbox"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	<input checked="" type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	<input checked="" type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	<input checked="" type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	<input checked="" type="checkbox"/>
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	<input checked="" type="checkbox"/>

Criteria	SPS
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	<input checked="" type="checkbox"/>
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>

Report Summary

Summary of Report including whether acceptance is recommended:

This small School exudes a caring, family but wholly professional atmosphere. It is a place where all students are catered for individually and given every opportunity to succeed as well-rounded young people.

The Headteacher and Heads of Specialist Provision fully understand the needs of the students. They support and are in turn supported by a strong team, who deliver excellent teaching and therapies to the benefit of all students.

The recent agreement by the DfE to educate students through to eighteen is an enormous step forward, a real asset to the School and a bonus for parents, who do not want yet another change in the lives of their children.

The school is bright and lively, with attractive wall displays, good resources and outside space, including a restored garden area for the students to enjoy.

There is a refreshing uniqueness about Brown's School. Others would do well to follow its model.

Having satisfied all the criteria, it is warmly recommended that Brown's School should retain its CReSTeD Specialist Provision School (SPS) category.

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Category proposed:

Consultant's name(s):

Consultant's signature:

Chairman's signature:



Date:

21st October 2019

Date: