Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Lesley Farrar
Old Post House, Castle St, Whittington, Shropshire, SY11 4DF
Tel/Fax: 01691 655783/08415 601 5013; Email: lesley@crested.org.uk

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/No	New Registration	Yes/No	Re-Registration
	Category applied for	DSP	Current category

1. *Date of visit:* *18th March 2013*
2. *Name of Consultant(s):* *Fay Cookson*
3. a) **Name and address of school:** Holme Court Cambridge, The Cottage, Cherry Hinton Hall, Cherry Hinton Road, Cambridge, CB1 8DW

   Tel: 01223 778835
   Fax:
   Email: dyslexiaschool@yahoo.co.uk
   Web: www.holmecourt.com

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

   Name: Julia Hewerdine
   Title (eg Principal): Head Teacher
   Qualifications: BA Hons, PGCE, SpLD Dip, AMBDA
   Awarding body: University of Wales, OCR and BDA

   Consultant's comments: Julia Hewerdine is a highly qualified, experienced Head Teacher, who has been in post since 2005.She shares the role of Head with Liz Blackburn.

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

   Name: Liz Blackburn
   Title (eg SENCO): Head Teacher
   Qualifications: BA Hons – Linguistics, PGCE – SpLD Dip, (APC)
   Awarding body: University of York, Leeds Poly, Hornsby Inst.

   Consultant's comments: Liz Blackburn, appointed 2006/7, is similarly well qualified for her role as joint Head and Senco.

d) **Head/Principal's telephone number if different from above:**
Tel: 01223 778835

e) **Unit/Senior SpLD teacher's telephone number:**
Tel:

Background and General Information

4. a) **Recent inspections:** Ofsted 2011

Consultant's comments: the most recent OFSTED inspection (2011) found the school to be good to outstanding in all areas. Its recommendation (not regulatory) 'to extend resources of specialist technologies to further support learning and progress for pupils with dyslexia ' have been addressed with the provision of laptops in each classroom and the provision of Smartboards.

Independent Schools only

b) **Current membership (eg HMC, ISA etc):** None

Consultant's comments: The school is not currently affiliated to any of the aforementioned bodies.

c) **Department of Education Registration Number:** 873 6051

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

		Total	Dyslexic/ SpLD	Accepted age range
Day:	Boys:	10	10	8-16
	Girls:	10	10	8-16
Boarding:	Boys:			
	Girls:			
Overall total:		20	20	

Consultant's comments: Holme Court is a small, specialist school. The projection is for there to be a maximum of 30 students on roll, within the next two years.

e) **Class sizes – mainstream:** 6-7 Maximum 10

Consultant's comments: The small class sizes are ideal for children experiencing learning differences. The high ratio of adult to student provides excellent individual support.

f) **Class sizes - special needs:** 6-7 Maximum 10

Consultant's comments: see above

DSP4
SPS5

g) **Aims and philosophy of the whole school:**
Please read our current SEIF working document and School Development Plan

Ethos: The school's ethos is promoted in all aspects of its work, beginning with the way people address and engage with one another and through: assemblies; approaches to teaching which aim to raise pupils' self esteem; promoting co-operative and inclusive activities in the playground; structures and routines such as lining up quietly before moving through the school; the code of conduct drawn up by the children through discussion with teaching staff; Personal Social

and Health Education (PSHE) lessons.

Aims: The school aims to become a thriving, happy special school for dyslexic children, offering intensive education for up to 50 day and boarding children aged between 5 and 13. We aim to research the best methods of identifying dyslexia, of preventing it and remedying or overcoming it, in collaboration with a respected university research department.

Consultant's comments: The ethos of the school is commendable and its aims are in line with providing the best learning environment and educational/social opportunities for the students.

h) ***For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:*** *The OFSTED inspection, which took place in December 2011, found that 'outstanding welfare, guidance and support ensure that safeguarding and pupils' welfare are given the highest priority in the day to day running of the school.' Pastoral care was described as 'strong,' ensuring that pupils' medical needs and emotional wellbeing are carefully considered at all times.'*

Staffing and Staff Development

DSP, SPS, DU 7; SC, WS 18; MS 21

5. a) **Qualifications, date, awarding body and experience of all learning support staff:** please see attached staff list

Consultant's comments: The qualifications of all learning support staff, and the wealth of experience offered, are entirely appropriate for teaching and supporting students with SpLD

DSP, SPS 8

c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of Dyslexic (SpLD) children (except A level English)?** please see attached staff list

Consultant's comments: the appropriate qualifications are held by those teaching English/Literacy skills.

DSP, SPS 9

d) ***For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?*** Curriculum planning, lesson observations, lesson plans and academic progress of the students within the classes indicate that staff are meeting the needs of dyslexic students effectively.

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**

Consultant's comments: The policies pertaining to identification and assessment of dyslexic (SpLD) students are detailed, rigorous and fair. These policies are upheld by the SMT and directors of the school.

b) **Admission policy / selection criteria:**

1.2 ADMISSIONS POLICY

PROCEDURES

1. Admission is dependent on receipt of an Educational Psychologist's report confirming the presence of severe dyslexia and/or associated difficulties. Assessments are available at the school if the pupil does not have a full Educational Psychologist's report.

2. Mid Year Admissions If there is a space in the class in the middle of the school year, a child will be allowed to start immediately.

3. Gender Balance We attempt to achieve a balance of gender in each class, and where a class has a preponderance of boys, we would endeavour to redress the balance of sexes by holding a place open.

4. Catchment Area Children will be accepted from a wide catchment around Bedford, Hertfordshire, Northamptonshire and Cambridge. Priority will always be given to siblings of children already at the school.

5. Equality We do not discriminate on the basis of gender, religion, culture, or sexuality.

Consultant's comments: This is a carefully thought out and necessary approach to the admission of dyslexic/SpLD students. The policy ensures that decisions regarding admissions are not entered into lightly and are made in the best interest of the students.

√Criterion 3 c) **Give specific examples of the whole school response to dyslexia (SpLD):** Please see school policies

Consultant's comments: The curriculum and timetable are designed for the benefit of dyslexic/SpLD students. Clear learning objectives, differentiation and a calm environment, coupled with enthusiastic teaching and the praise and encouragement of students provide evidence that the school is 100% dyslexia friendly.

School Organisation

7. a) **How is the week organised?** Please see attached timetables

Consultant's comments: The time-table is well thought out and varied in content. A period of 'relaxing revision' is included and evaluation time at the end of each day and week. Carousel time, when all students move between groups with individual spelling, reading and writing tasks, is a particularly effective use of time.

b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework: please see attached** 1:1 information

Consultant's comments: Dyslexic pupils may be withdrawn from class for 1:1 sessions. These are timetabled to cause minimum disruption. Individual specialist tuition is funded by parents. Homework tasks vary according to the needs of the student.

Identification and Assessment

Criteria 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:** Please see policies

Consultant's comments: The admissions policy defines clearly the process of identification and intervention.

b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** Please see policies

Consultant's comments: The process involves making parents and staff aware, followed by the implementation of an Individual Learning programme, designed to meet the needs of the student across the curriculum

c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Onsite specialist teachers provide full assessments of dyslexia when necessary

Consultant's comments: The majority of the students enter the school with a diagnosis of dyslexia in place. Provision is made for in-house assessment by suitably qualified specialist teachers.

Teaching and Learning

Criterion 3, MS & DU 12; MS & SC 17; MS & WS 19

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

Consultant's comments: Group, class and individual teaching sessions observed were all excellent. Teachers and LSAs were well prepared, detailed lesson plans were provided and rooms were attractive and well organised. Lessons observed had good visual content, practical elements and ample opportunity for students to ask questions. The quality of teaching throughout the school was outstanding. The positive interaction between the students and their teachers was apparent and the lessons were suitably paced and differentiated to accommodate learning differences. The role of the Learning Support staff provided a key element, particularly in the KS4 Maths lesson. The 1:1 Specialist lesson was delightful and a model of best practice.

b) **Use of IEP's:** IEP folder

Consultant's comments: The IEPs are useful working documents. The targets are achievable and time-related and good support and classroom strategies are provided. Students are involved in setting their own targets. IEPs are reviewed regularly and outcomes recorded.

c) **Records and record keeping:** Pupil File

Consultant's comments: Records are up to date and well kept.

Criterion 3

d) ***For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)*** The *case studies provided show a detailed analysis of students, their identification/assessment/interventions and progress.*

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	n/a				
Dyslexic (SpLD) Pupils	n/a				

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	n/a			
Dyslexic (SpLD) Pupils	n/a			

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

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	n/a						
Dyslexic Pupils	n/a						

f) **Any other relevant information, eg details of any other examinations taken, Reading and Spelling age assessments:** Tracking folder

Consultant's comments: When issues related to the processing of the KS4 are processed it is anticipated that all students will leave with a minimum of 3 GCSEs, plus an enrichment Certificate of personal ability. OFSTED found that students are making good to outstanding progress, in line with National Curriculum levels.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Miss James' folder

Consultant's comments: Access arrangements are sought and implemented as necessary to allow students the best opportunities in test and examination settings. Arrangements include extra time, readers and scribes.

h) *For completion by consultants only:* ***Dyslexic (SpLD) pupils' responses regarding their school and teachers:*** *A group of eight students from KS2 and KS3 were asked for their views of Holme Court. All of the students scored the school highly with regard to the teaching. One student said 'the teachers really know you' and another reported that in*

his old school he felt 'terrible' and now he feels 'really good.' The group consensus was that the school day is well organised, with plenty of breaks and that small classes and the 'laid back' approach make it a good place for learning. The Carousel sessions and 1:1 lessons came in for particular praise. The students would like even more off site visits than are currently on offer and more opportunities for music and practical science. Overall, the group expressed a love of their school, which they described as having 'loads of atmosphere' and the teachers 'who give you the help you need.'

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

10. a) **General resources for teaching dyslexic (SpLD) pupils:**

Basic list – additional resources available

Phonological Awareness.	
• Sound Practice Lyn Layton and Karen Deeny	Helps pupils acquire phonological awareness and address pupils with weaknesses.
• Sylvester Snake's Slippery Syllables Game (LDA)	Teaches breaking down into syllables- an important sub-skill of phonological awareness
• I Hear with my Little Ear	102 active games for developing children's phonological skills + photocopiable resources
• Activities for Developing Phonological Awareness - a book containing a wide variety of activities. (Winslow)	Suitable for individuals, small groups and homework assignments.

Phonics.	
• Long Vowel Lotto (Partners in Education)	Help pupils to practice the representations the long vowels sounds in the middle or end words.
• Football Phonics Sets 2 & 3 (LDA) • Ice Cream Party (LDA)	Teaches initial consonant sounds through card games designed with boys in mind. Practises phonic skills -initial and final consonant clusters + vowel and long vowel phonemes
• Phonix Cubes (LDA)	Hands on way of learning phonics. Helps make sense of segmenting and blending using simple colour coding.
• Consonant Cluster Dominoes Partners in Education)	1-4 players practise the phonemes created l initial 2 letters in basic words.
• CVC Word Spin (Partners in Education)	Perfect for learning simple CVC words – self checking game

Oral Language.	
• Listening Skills Key Stage 2. (Philip & Tacey)	Progressive activities to encourage listening and concentrating. Can photocopy.
• "Doctor Chance" –	Using listening Skills to create a

audio adventures to encourage listening skills. (Philip & Tacey)	map. Individuals or small groups problem solve, plan and make decision-making.
Rhyme Games.	
• Rhyme Dominoes. (LDA)	A domino game that creates an awareness of the variety of spelling patterns between words that sound the same.

Writing.	
• "Mind Maps for Kids" by Tony Buzan. (Published by Thorsons - an imprint of HarperCollins Publishers.) • "Mind Mapping in Primary Schools" by Eva Hoffman and Yvonne Handford. (Published by Learn to Learn - www.Itlbooks.co.uk)	Planning system - note-taking, & story writing. A visual tool to aid memory and imagination. Activities that support the teacher approach to mind mapping.
• Word Mats. (Philip & Tacey)	Reinforces essential vocabulary right through primary school. Only available in a minimum set of 12.
• Story Making Chest	Range of resources to ignite the imagination and enhance the creative writing skills of pupils- multi-sensory.
• Three, Four, Five	Helps pupils grasp the 1st principles of grammar with early sentence game.

Spelling.	
• Word Maps: - using rimes for reading and spelling. (Partners in Education UK Ltd.)	A resource for teaching spelling and reading across the age range, providing quick access to appropriate words to fit the rime or spelling pattern to be learnt.
• Syllable Safari	A clever and colourful self checking game to help children learn how to count syllables.
• Spelling Board Games. (LDA)	Games that reinforce letter/sound relationships and word skills in a fun, interactive way.
• Simple Syllable Analysis.	Aims to teach pupils to use their

(Partners in Education UK Ltd.)	eyes to seek out regular and re-occurring patterns in words and to build on their phonic knowledge.
• ACE Spelling Dictionary. (LDA) • ACE Spelling Activities (LDA)	A unique dictionary that helps pupils with spelling difficulties, tempting them to use a more interesting vocabulary because they can instantly locate their desired words.

Alphabet Work.	
Word Building Box. (LDA) Rainbow Alphabet Arc. (LDA) Rol'n'write Alphabet	Magnetic and Non-Magnetic. Wooden letters in Sassoon's Primary font. Excellent for phonic and word building work. Ideal for alphabet sequencing activities and for use with the Word building box. Ball traces correct formation of letter
Handwriting	
• From print to Cursive. (By Margaret Bevan. Partners in Education UK. Ltd.) RE-WRITE Part One, by Valerie Hammond. (Partners in Education.)	Structured handwriting programmes with photocopiable sheets and shaded paper to support letter sizes and positions.
• Rotilt Pens & Grips - a durable ballpoint pen. (LDA)	Developed to improve the comfort and reduce the strain of writing. Available in blue and black ink.

Maths	
• My First Ruler	Fun ruler design with handle. Good co-ordination difficulties.
• Fiz B (LDA)	Collection of lively oral number games to develop core mathematical skills in exciting way.
• Maths Mat	Interactive talking floor mat with fast and exciting quiz games. 6 Games – 2 levels reinforcing number bonds to 20.
• Dice,	A good selection of dice etc. for

Game Spinners, Playing cards and Counters collection: Soft Foam Dice, Blank Dice and Label Set. Operation Cubes. Game Pawns. Game Spinners - blank, number & colour and Jumbo Playing Cards. (Learning Resources.)	number activities and games – easier to handle.

Maths	
• 10 Little Fingers • (Partners in Education)	100 rhymes for young children with associated movements – combines mathematical, physical and phonological.
• Time Lotto • Number Lotto • Measure Lotto • Shape Lotto • Money Lotto • Fraction Lotto (LDA)	A supporting teaching tool for learning maths concepts. Play in a group or 1-1.
• Maths Activities with Dominoes	Dominoes used to explore basic maths concepts of numeracy, classification, addition, difference, commutability and more – encourages problem solving and thinking skills.
• Sand timers. (LR)	Provide a target time (one and two minutes) for completing tasks etc.
• Cuisenaire Rods. • Intermediate Book for Cuisenaire Rods. (LR)	A very multi-sensory tool for teach mathematical concepts.
• Base Ten Blocks. (LDA)	A tactile maths resource for a "hands-on" approach to counting & tens and units work. Pupils can see the size of 1, 10, 100 and 1000.
• Number Flips and Place Value Arrows. (Philip & Tacey)	Colour coded, visual and kinaesthetic resource to support the teaching and understanding of place value.

ICT.	
• Word Shark & Number Shark -offering complete	The games and pre-recorded words have been specifically target

coverage of the targets for the NLS and NNS strategies. (LDA)	assist those with dyslexia difficulties.
• Text Detectives - supporting the teaching of non-fiction reading and comprehension skills. (LDA)	Contains texts, graphics and animations all designed to motivate reluctant readers.
• Kidspiration	Simple and colourful mind mapping support.
Learning Aids	

• Spell-checker - a desktop spell checker with 225,000 words from Chambers Dictionary. (Bright Minds.)	Converts very phonetic spellings to correct one.
Visual Perception Skills (LDA)	e.g. which key fits the treasure chest? 40 photocopiable activities
Emotinal well being	
Forest of Feelings (LDA)	Understanding and exploring emotions through Ben's adventures. for circle time.
What's Got Into You? (LDA)	Discussion and a range of energetic activities help pupils recognise strong emotions in themselves and others.
101 Games foe Social Skills (LDA)	Creative and dynamic games that help pupils develop positive relationships
Listening Skills	
Listening Skills (LDA)	Activities develop children's listening skills
<u>General Resources</u>.	
• Whiteboards. (Viking)	Supports a range of multi-sensory activites.
• Blank Playing Cards. (Partners in Education)	Good for trigger cards.
• Overcoming Dyslexia by Hilary Broomfield.	An excellent resource book, using a multi-sensory approach to overcoming literacy difficulties.
• Jumpstart Literacy. • Jumpstart Numeracy. (Partners in Education)	Multi-sensory fun games and activities.

• www.firstschoolyears.com	A web site full of free activities, worksheets and games that support pupils across the curriculum.
• 101 Games for Self-Esteem. (LDA)	Promote a positive self image through games.

Consultant's comments: The extensive list of resources/teaching materials is impressive and all are used to good effect.

b) **Library:** Small Library

Consultant's comments: The small library is well stocked with books suitable for students with a range of needs.

c) **ICT:** computers / software

Consultant's comments: ICT in the school has been upgraded and is used effectively to enhance teaching/learning.

Statement of Special Educational Needs

11. a) **School policy:** please see attached

Consultant's comments: The policy regarding Statements of Special Educational Needs is in line with requirements and well implemented.

Independent Schools only

b) **Types of statemented needs accepted:**

Dyslexic, sensory integration difficulties, visual / motor difficulties
Developmental Disorder, Attention deficit, social interaction difficulties, dyslexic type difficulties
Dyslexia, Dyscalculia, Dyspraxia, lower body mobility
Slight Asthma, IBS, dyslexia, dyspraxia
Dyslexia, S & L
hearing problems, , Dyslexic
Statemented dyslexia wears blue glasses
dyspraxia, dyslexia,

Consultant's comments: The school supports this range of statements effectively

c) **Number of statemented pupils:** 12

Consultant's comments: The school should be commended on its ability to maintain the level of support needed for the high percentage of statements.

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.

Maintained Schools only

Schools should provide, with the documentation, a list of the names dyslexic pupils in the school: 3 from each year group. 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:** Parents spoken to were unanimous in their praise of Holme Court School. They described it severally as 'excellent', 'superb', and 'inspired'. One parent said that Holme Court had changed her son's life, so he could 'forget the past, enjoy the present and have a future.' Another parent referred to the 'amazing sense of fun and adventure'offered by the school. It was also reported that the teachers adapt their teaching style daily to meet the needs of the students, who subsequently 'come on in leaps and bounds.' One mother said that now her son cannot wait to go to school which is a 'miracle.' Communication with the Heads and teachers was described as 'easy'. There were no negative comments about the school from parents interviewed.

13.	**Head's / Principal's signature confirming accuracy of school's information (pre-visit):**  Date: 05th March 2013	**Head's / Principal's signature confirming agreement to consultant's comments (post-visit):** Date:

14. *For completion by consultants only:* ***Summary of Report including whether acceptance is recommended:*** *Holme Court is a small school, set in the delightful grounds of Cherry Hinton Park. Cambridge is described as the school's 'classroom,' affording the students unique educational opportunities beyond the natural confines of the building. The teaching is of an exceptionally high standard, meeting the needs of students with a range of learning differences, especially dyslexia/SpLD. The school benefits from its links with the Psychology department of Anglia Ruskin University. This is a well-run school, providing good specialist education, under the inspirational guidance of its Head Teachers.*

It is recommended that Holme Court School is included in the CReSTeD register, under the category applied for (DSP)

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	DSP
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	√
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	√
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	√
4. The school is established primarily to teach pupils with Dyslexia (SpLD).	√
6. Assessment for admission to the school should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	√
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	√
8. As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of dyslexic (SpLD) children. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	√
9. All members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their own departments.	√

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15.	**Category proposed:** DSP
	Consultant's name(s):Fay D Cookson
	Consultant's signature(s): Date:
16.	**Approval registration number:**
17.	**Chairman's name:**
	Chairman's signature: Date: