Council for the Registration of Schools Teaching Dyslexic Pupils

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

Holme Court School
Re-registration - Category DSP

Date of visit:	17th May 2016
Name of Consultant(s):	Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Holme Court School Abington Woods, Church Lane, Little Abington, Cambridgeshire, CB21 6BQ **Tel:** 01223 778030 **Fax:** **Email:** admin@holmecourt.com **Web:** www.holmecourt.com	Rural / urban Ind Day	10 boys 5 girls Ages 7-13	Dysc Dysl Dysp	GCSE Functional Skills (not ALAN) CACHE DofE
Comments: A happy solution for children with dyslexia providing a curriculum governed by individual need. Dynamic, intensive multisensory specialist approach by identifying and overcoming a wide range of difficulties. SALT and OT are available on site. Pastoral care, Literacy, numeracy, ICT and outdoor activities are key focuses. Mainstream integration opportunities are available with our sister school, including GCSEs.				

Please note:

- *Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

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

School Details			
Name of school:	Holme Court School		
Address of school:	Abington Woods, Church Lane, Little Abington, CB21 6BQ		
Telephone:	01223 778030	Fax:	
Email:	admin@holmecourt.com		
Website:	www.holmecourt.com		

Name and qualifications of Head/Principal, with title used:	
Name:	Anita Laws
Title (e.g. Principal):	Head Teacher
Head/Principal's telephone number if different from above:	
Qualifications:	B.Ed (Hons), PGC SEN Co-ordination (NASENCo) , MA SpLD (Dyslexia), AMBDA, ATP, TPC
Awarding body:	University of Kent at Canterbury, Institute of Education, Institute of Education, BDA, Patoss, Patoss
Consultant's comments	
Ms Laws is a highly qualified and experienced Head Teacher who has been working at Holme Court for 3 years.	

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:	
Name:	Liz Blackburn and Julia Hewerdine
Title (e.g. SENCO):	Inclusion Managers
Telephone number if different from above:	
Qualifications:	BA (Hons) Linguistics, PGCE, SpLD Dip, APC // BA (Hons), PGCE, SpLD Dip, AMBDA, APC
Awarding body:	University of York, Leeds Poly, Hornsby Institute, Patoss // University of Wales, OCR, BDA, Patoss
Consultant's comments	
Ms Blackburn and Ms Hewerdine work very closely with Ms Laws to ensure the best provision for Dyslexic children at the school. All three teachers are very committed to the work they do and this can be seen in the attention to detail found in all areas.	

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

1. Background and General Information

1. a) Dep't of Education Registration No.: 873 6051

b)

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	10	10	7-13
	Girls:	5	5	7-13
Boarding:	Boys:	0	0	
	Girls:	0	0	
Overall total:		15		

Consultant's comments

Pupil numbers are lower than on the last Consultation visit as the school no longer has Key Stage 4 pupils. Providing a full Key Stage 4 curriculum as required by Ofsted was not possible within the current school accommodation.

c) Class sizes – mainstream:

Form rooms
KS2 7 pupils
KS3 8 pupils
At max capacity form size =10 pupils

Consultant's comments

When pupils are taught in form groups and during grouped lessons there are well qualified LSAs present. This enables the school to provide a high level of individual support.

d) Class sizes – learning support:

Pupils are grouped for literacy and numeracy lessons
Literacy group 1= 4 pupils
Literacy group 2 =5 pupils
Literacy group 3 = 6 pupils
Numeracy group 1 = 4 pupils
Numeracy group 2 = 5 pupils
Numeracy group 3 = 5 pupils
Numeracy group 4 = 1 pupil

Consultant's comments

Pupils groupings can be of mixed aged dependent upon reading and spelling abilities. The larger groups are supported by well qualified LSAs.

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

Independent Schools only

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

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 — Information provided

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

iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed or provide link to view information via the internet

Consultant's comments

The school relies on the International School's Partnership to update the prospectus and website.
Both the prospectus and website are in need of updating and this is planned in the near future. They provide good information for parents and communicate the ethos and 'feel' of the school well, neither reflect the fact that the school no longer has KS4 pupils or the current accommodation. There are sections on the website which contain no information.
The most recent Ofsted report is from March 2015 where the school was given an overall rating of 'Good' commenting 'Specialist trained staff, who work very effectively as a team, enable pupils from all groups to make good progress in reading, writing and mathematics.'
Basic termly fees are £5275.47. There are extra costs for LSA support from 5 to 35 hours per week ranging from £847.60 to £5933.20 per term. Speech and Language costs are £340 for 1/2 hour per week or £850 for 1 hour per week termly plus mileage. Occupational Therapy is £850 plus mileage for 1 hour per week, termly. Lunches cost £198.33 per term.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

Aims: To be a thriving, happy specialist school for pupils with dyslexia and associated difficulties.
Vulnerable children who are not thriving at their present school but with no diagnosis, who would benefit from our small nurturing environment for a period of time will also be considered.
We offer intensive specialist teaching for up to 30 pupils aged between 7 and 13yrs. We use current research findings and recognised best practice models to design our environment, the curriculum, teaching and assessment strategies and practices in order to best support our pupils. We value the individuality of our pupils and aim to build their self -esteem, independence and levels of attainment in order to equip them with the skills and confidence to return to mainstream schools.

Consultant's comments

The school works intensively with the pupils to try to ensure that they reach a standard of competency in English and Maths which will enable them to succeed in mainstream education. Alongside the progress they make in these areas, is visible progress in self confidence and independence, as recognised by pupils and parents.

Criteria 1 & 2

b) Please indicate copy of the whole school Staff Handbook (SH) enclosed — Information provided

c) If not within SH, please enclose copies of whole school policy statement(s) with regard to SpLD pupils outlining:

i. Policy for SEN/SpLD

ii. Support for policy from Senior Management Team — Information provided

iii. Support for policy from governors

iv. Admissions Policy/Selection Criteria

v. Identification and assessment

The School is owned by ISP. They have shown their level of support and commitment to the aims of the school by providing a consultant who visits each half term. The consultant is the ex-head of a Specialist School for Pupils with Dyslexia, Fairley House in London and more recently Head of Abingdon House School. He is able to support and encourage the school in its on going development and acts in a 'governors' role for ISP and CIS the proprietors. In addition he has evaluated the teaching and learning in the school in light of best practice for pupils with dyslexia, appraising the school with interviews and classroom observations. Each member of staff was awarded the highest grade and the school is being heralded as an exemplar of best practice for the other 13 sister schools in the ISP international group.

Consultant's comments

Policies are clear and relevant to the needs of SpLD pupils including admission, identification and assessment. As a specialist school, all aspects of the environment, curriculum, assessment and remediation are tailored to meet the needs of these pupils and all policies are supported by the SMT and the owners (International Schools Partnership).

Criterion 4

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

- Small class size
- Links with CIS – same parent company
- SENDCos sharing of ideas
- Some pupil movement between schools (local primary school)
- Ratio of highly trained adults to pupil: Literacy and Numeracy sessions 1 adult :2 ½ pupils and other sessions 1adult :5 pupils
- Teachers highly trained: 4 Level 7 training in dyslexia and 2 in the process of Level 5 training in dyslexia
- Learning Support Assistants are highly trained
  - 2 trained to Level 7 in Dyslexia
  - 1 training to Level 5 in Dyslexia
  - All trained to Level 2 in Dyslexia with option to train to Level 5 in the future
- Excellent INSET provided fortnightly: lectures and workshops
- Teachers train Specialist Teachers up to Level 7 nationally and internationally, including another Specialist School for pupils with dyslexia
- 4 Teachers have or are in training for Assessor Awards e.g. Level 4 Internal Quality Assurance of Assessment Process Practice (QCF)
- International links e.g. Queens University Canada, Dyslexia training in St Lucia
- Excellent network of additional professionals who are highly effective as the school is so adaptable, ensuring optimum inclusion e.g. hearing impaired service adaptations for pupil
- Highly differentiated sessions
- Pupils with EHCPs and statements have daily specialist 1:1 teaching from a Specialist Teacher
- Classroom organisation / colour coding to support pupil independence
- Each class provided with literacy and numeracy 'tool kits'

- Multi-sensory teaching across the curriculum
- Rich and structured colour coded timetable- consistency across the week
- 45 minute lessons –shorter duration to support concentration
- Prioritisation of literacy skills
- In addition to literacy lessons all pupils work at their own level during a carousel of activities each day- this includes-reading, spelling (words taken from pupils own work), touch-typing, and phonics
- Reading Recovery protocols are followed
- Structured spelling programme is followed, with phonological awareness activities
- Comprehension and auditory processing activities
- Focused multi-sensory teaching of handwriting in small groups 3/week
- Focused multi-sensory teaching of spelling patterns in targeted groups 2/week
- Frequent movement/brain breaks throughout the day
- Literacy IEP targets interwoven into success criteria for all writing activities across the curriculum
- Daily CoSMo (Coordination Sequencing and Movement) sessions
- Fortnightly Social Skills differentiated programmes
- Pupils encouraged to use fiddle toys/ cushions as required
- Marking policy supports pupils taking risks and does not penalise spelling errors
- Emphasis on developing vocabulary across the curriculum
- 'Think time' and prior warning given to pupils to support with questioning
- Use of traffic light cards for pupils to request support without drawing attention to themselves
- Numeracy sessions: 15 minutes of mental maths before each session

Consultant's comments

Every aspect of the dyslexic pupil's daily experience at the school has been considered in detail and designed to help them benefit fully from the education provided. From the dyslexic friendly curriculum to the tightly knit team of teachers and support workers who work efficiently together to ensure that each individual receives the best possible support, remediation and encouragement. Staff know the pupils very well indeed and it is this knowledge, coupled with effective IEPs, highly experienced teaching and a well designed environment which ensures the excellent quality of provision in the school.

e) Number of statemented pupils: 5

Consultant's comments

Independent Schools only

f) Types of EHCP's accepted:

Specific Learning Difficulties
Dyslexia
Dyscalculia
Dyspraxia
ADD
ASD high functioning
Self esteem issues
Hearing Impairment
Visual impairment
Speech and Language Difficulties

Consultant's comments

Teachers and visiting professionals are able to ensure that the school can provide for a wide range of difficulties. The school welcomes all pupils that have a profile of needs that would benefit from its highly structured, cumulative and multi sensory approach.

3. Identification and Assessment

Criterion 1
DSP 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 enter the school with a diagnosis of dyslexia / or very low attainment in literacy due to severe difficulties with reading, writing and / or spelling- see admission policy
Potential pupils visit the school for session and whole days to ensure their needs can be met and the school and which further assessments would be required

Consultant's comments

There is a clear Admissions policy outlining the processes involved.

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

All pupils at the school have SpLD
Pupils are assessed on entry to identify specific areas of strength and difficulty, identifying any areas of additional need or referral.
Pupils are grouped according to their level of need for literacy, numeracy and motor skills- these groups are fluid and may change at any time depending on the needs and changing requirements of individual pupils

Consultant's comments

Detailed IEPs and provision mapping ensure that the pupil's receive relevant targeted provision. This is regularly monitored and progress assessed on a six monthly basis. Standardised assessments takes place in a six month bases but reading and writing is assessed and tracked in September, January, April and June/July.

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

Most pupils enter the school with a diagnosis of dyslexia.
Onsite specialist teachers provide full assessments of dyslexia when necessary.
Peripatetic staff are able to provide speech and language and occupational therapy assessments if required. Local Authority services work closely with the school where other needs are identified e.g. hearing impairment

Consultant's comments

It is an advantage to the school that full assessments can be done by more than one of the teaching staff.

4. Teaching and Learning

4. a) How is the week organised?

See timetable

Consultant's comments: The timetable is well organised so that the maximum

amount of individualised work in literacy and numeracy is covered each day. In addition there are daily opportunities for pupils to develop co-ordination, balance and movement skills. Other areas of the national curriculum are covered and enhanced by numerous opportunities for off site visits and 'forest school' activities. The value of practical activities such as walking and cooking are recognised and also form part of the curriculum. During breaks and lunchtimes the pupils are able to take advantage of a playing field and wooded areas where they can play games and make dens - activities which they very much appreciate.

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

In addition to the whole school approach explained above, some students receive additional 1 to 1 teaching with a qualified specialist teacher.
All pupils are expected to read at home each day and practice their individual spelling words.
Parents and pupils have access to their child's touch typing log in and are encouraged to practice at home.

Consultant's comments

Withdrawal for 1:1 teaching is arranged so that it has minimum impact on the timetable for individuals.
Teachers are able to keep in touch with parents through a home/school diary and vice versa. The pupils were observed to use planners and reading record books efficiently. Homework is individualised.

Criterion 3 & 4

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

- *Curriculum subjects*
- *Literacy support*

The Curriculum, including literacy support is created using long term plans from Hamilton and the National Curriculum Programmes of Study, with areas of study relevant to pupils and their interests and the locality.
From the long-term plans, medium term plans are created identifying opportunities for differentiation and resourcing of each area.
The whole curriculum including literacy is carefully timetabled to offer opportunities for overlearning and consolidation of the learning objectives.
Short-term plans are the daily delivery tool that shows the latest adaptations and differentiation necessary for the success of the teaching outcome, with the IEP targets woven through the daily tasks. These are further supported by the 'Bulls-eye Targets' where by the children monitor their own progress in achieving their IEP targets. The pupil's self evaluate their progress in a task using 'Learning Ladders' that set out the learning outcomes clearly and how their IEP target may impact the task.
See Curriculum Policy

Consultant's comments

Ofsted commented on the 'vibrant' and 'innovative' teaching which 'works to capture pupil's interest as a method of gaining their enthusiasm.'
All lessons observed were well planned, with multi-sensory, kinaesthetic work at the core. Teachers showed very good knowledge and understanding of the differing needs of the pupils within their groups and support from LSAs was effective and sensitive, but unobtrusive. There was a good rapport between teachers and pupils who obviously felt happy and at ease. There was good use of questioning. In literacy and numeracy during carousel time all pupils were working on individualised activities which were timed resulting in excellent pupil focus. Pupils moved efficiently from one activity to the next. The 1:1 teaching observed was effectively targeted, well paced and enjoyable for the pupil involved.

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

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

As all the pupils have varying needs the provision across the school is varied. The range of provision is set out in a Provision Map and individual targets are in IEPs.
The IEPs are very much 'living document' that are shared with all staff and the pupil's parents. The pupils have their own version – a 'Bulls-eye Target' so they can visually gauge their progress and have ownership of the targets they have been given. These targets are reviewed termly.
Where pupils have a statement or EHCP their targets are linked to the objectives of the statement and intended outcomes.

See IEP file

Please indicate two examples enclosed Y

Consultant's comments

IEP's are very detailed, including SMART targets, suggestions for techniques and resources which can be used, class strategies and ideas for LSAs to use. More detailed information is also used by carousel teachers with regard to specific spellings/rules/reading and numeracy skills to be taught. IEPs are working documents to be used by all staff and are reviewed on a regular basis.
Pupils are also actively encouraged to evaluate their own progress using the traffic light system and listed learning objectives and discuss this with staff.

e) Records and record keeping:

- Use of standardised assessments
- PIVATS to monitor progress in speaking, listening, writing and maths
- PM benchmarking- graph of reading progress through levels recorded for each pupil
- AQA unit awards
- Informal assessments e.g. tracks
- Termly reports and IEPs
- Annual report or progress
- Observations

Consultant's comments

Records are well kept.

Criterion 3

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

Students are clearly well understood by the school, provision is highly individualised, appropriate and effective, with staff undertaking training if neccessary to improve their understanding and ability to address the difficulties faced by pupils.

Criterion 3

g) Impact of provision – assessment summary for 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	NA				
SpLD Pupils					

GCSE	No. of pupils inc'd in the Year 11 timetable,	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G

	regardless of age						
Whole School	NA						
SpLD Pupils							

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

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

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

The Tracking Document hold the assessment data of the pupils:
Attainment – 6 monthly standardised assessments
PM Benchmarking
Myself as a Learner
Other professional's regular assessments
IQA Awards
National Curriculum Levels (Pivats)

Consultant's comments

Good records are kept of progress in literacy and numeracy from regular standardised testing and using National Curriculum levels. Ofsted commented that 'The progress made by pupils of all levels of ability, including the most able, is good and enables them to swiftly catch up with the levels expected for their age. Pupils make rapid progress in reading, writing and mathematics because lessons are tailored very carefully to their specific needs and interests.'

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

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

The school has a wide range of curriculum and specialist resources.
See attached list:

Consultant's comments

The school has a wealth of appropriate and up to date resources which have been catalogued and cross referenced for specific areas of use for the benefit of teachers and LSAs.

Criterion 5.2 b) ICT:

Pupils have access to PCs and iPads.
They have regular touch-typing sessions.
They use a range of applications to consolidate their learning and are encouraged to edit their work.
Classrooms have SMART Whiteboard which mean pupils are exposed to a range of ICT opportunities each day.

For some pupils ICT will become an essential tool for the future and some may need it for Access Arrangements.

Consultant's comments

ICT is used effectively by both pupils and staff to enhance learning.
The school has 8 ipads, 8 laptops, smartboards in the classrooms and some pupils use their own ipads.

Criterion 5.3

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

The assessment process identifies which pupil would require Access Arrangements, using a Level 7 assessor.
Pupils are then taught how to use their access arrangements as part of normal working practice e.g. extra time, reader, scribe, rest breaks, lap top, enlarged papers, orally modified papers etc. Our pupils are not taking public exams but they are prepared for them as part of their transition programme.

Consultant's comments

Pupils leaving for mainstream education where they will take examinations are well prepared to use the access arrangements they will require.

Criterion 5.4

d) Library:

Colour coded reading books
A range of fiction and non fiction books are available.
Additional library books organised according to genre

Consultant's comments

The library is suitable to the varied reading abilities and interests of the pupils in the school. A pupil who showed me the library was happy with the selection of books available to her.

6. Details of Learning Support Provision

DSP 6.1

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

Although we are Specialist School in our own right we do offer our sister school, Cambridge International School, advice and support for SEND.
For example: observing pupils, suggesting programmes, assessing for Access Arrangements for GCSEs and iGCSEs.

Consultant's comments

The staff of the school work as a closely knit unit, sharing expertise to ensure that the pupil's needs are well met on an individual basis. The staff are very well qualified and will share their knowledge with local teachers and schools. They ensure that when pupils move on to mainstream schools, their destination schools are provided with good information to help with their integration.

b) Organisation of the Learning Centre or equivalent:

Pupils in receipt of additional 1 to 1 tuition are taught by qualified specialist dyslexia teachers. Their work is overseen by Liz Blackburn who is part of the Senior Leadership Team.
Liz Blackburn oversees the carousel and spelling progression across the school
Anita Laws oversees the Reading Recovery Programme and PM Readers.

Consultant's comments

As a very small specialist school there is no distinct Learning Centre - rather the whole school functions as a centre with remediation for the specific needs of the pupils integrated throughout the curriculum.

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

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

As a very small school all staff have input into this and it is overseen by the Senior Management Team

Consultant's comments

Both Inclusion Managers are part of the SMT.

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 — Information provided

iii. List of known SpLD pupils in school

7. Staffing and Staff Development

Criterion 7 — 7. a) Qualifications, date, awarding body and experience of all learning support staff:

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

Consultant's comments

A highly qualified and experienced teaching and support staff.

DSP 7.3 — b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

All teaching staff for any subject have nationally recognised Specialist Teacher qualifications or are completing them.
All 1 to 1 teachers have specialist teaching qualifications
2 English teachers have a specialist teaching qualification in addition to QTS
2 additional English teachers have QTS and are currently on an OCR level 5 course being taught by the joint Inclusion Managers

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

A thorough comprehensive, research based programme of lectures and workshops are provided through out the year, in addition to the support for formal Specialist Teacher qualifications. These lectures and workshops are delivered fortnightly.

See staff development record

Consultant's comments

A varied programme of INSET has been followed making use of internal expertise and external bodies such as OCR, Patoss and Cambridgeshire Authority.

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?

In all aspects of teaching and support throughout the school staff were demonstratively meeting the needs of the pupils within their departments. Thorough personal knowledge was evident through interaction between staff and pupils and through specific targeted interventions and strategies used across the curriculum.

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

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:

Parents contacted were unanimous in their praise for the school and the changes and progress both academically and socially they had seen in their children over the time they had been there. One parent, whose child had only been there a short time said 'I can't believe what he has learned since September.'
Another parent said 'I can't imagine where she'd be without the school.'
Growth in confidence leading to the ability to move on as a learner was a consistent feature of the praise for the school. All parents commented on how happy their child is at Holme Court and the majority felt that there is excellent contact between home and school, with one parent feeling that organisation could be improved in terms of notice given for school events such as parents' evenings.
One parent talked about how pro-active the staff are in fulfilling the needs of pupils and seeing the potential in their child. The school was described as a happy, positive environment where the teachers really look after the pupils.
One parent of a statemented pupil commented that their local authority had stated that Holme Court had prepared the best transition from Statement to EHCP they had seen. Other parents could give examples of how the school had supported them through the process with the local authority to gain a place for their child or was helping with transition to their next school.
The responses from parents were overwhelmingly positive.

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

Pupils were happy to talk about their school in the meeting held with a selection of them and also when talking to this Consultant during break time and lesson times.
All pupils spoken to felt that they had made progress at the school - areas mentioned were 'adding up' reading, writing, confidence and in one case, being able to concentrate because the classes were quieter than in their previous school. One boy stated that he was happier at Holme Court because he had been picked on which made him angry at his last school and that 'everyone was the same' at Holme Court. Another said the same and that his confidence had grown since he had come to the school. They liked the fact that they weren't taken out of lessons. They all thought that their parents could also see the progress they had made with one commenting that their parents 'said it every day'. The pupils' pride in their school was evident throughout the day when they offered to show me things about the school and talk about displays on the walls showing activities they had taken part in.

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

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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓
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.	✓
7.3 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.	✓

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

Report Summary

Summary of Report including whether acceptance is recommended:
Holme Court is a small school housed in purpose built accommodation, staffed by highly qualified and dedicated teachers and support workers working as a tight knit unit. It is a very happy school, with a positive, caring environment recognised by both pupils and parents. Teaching is effective and highly individualised, resulting in measurable progress, allowing the school to fulfil its aim to equip the pupils with the skills and confidence to return to mainstream schooling. Ofsted stated in March 2015 ' The headteacher provides good leadership and management of the school. She is supported by staff who express very positive views of her leadership and who all share her commitment to achieving the best for all pupils. This results in a harmonious atmosphere in which good behaviour and learning can flourish.' This Consultant found the same and therefore has no hesitation in recommending Holme Court School for re-registration as a DSP school.