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Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:
CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR
Email: admin@crested.org.uk

Holme Court School
Re-registration Application Form
Category DSP – Dyslexia Specialist Provision

Date of visit:	6th February 2024
Name of Consultant(s):	Fay Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Holme Court School Cherry Hinton Hall, Cherry Hinton Road, Cambridge, CB1 8DW **Tel:** 01223 778030 **Fax:** **Email:** admin@holmecourt.com **Web:** www.holmecourt.com	Rural / urban Ind Day	31 boys 19 girls Ages 7-16	Dysc Dysl Dysp ADHD, ADD (where behaviour does not affect learning of others), DCP, SLCN, ASD (where behaviour does not impact others), sensory processing and executive functioning needs. SEMH needs which impact on literacy levels (but do not affect the learning of others) are considered.	GCSE Functional Skills BTEC
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.*

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School Details

Name of school:	Holme Court School		
Address of school:	Cherry Hinton Hall, Cherry Hinton Road, Cambridge, CB1 8DW		
Telephone:	01223 778030	Fax:	N/A
Email:	admin@holmecourt.com		
Website:	www.holmecourt.com		

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

Name:	Ms Anita Laws
Title (e.g. Principal):	Head Teacher
Head/Principal's telephone number if different from above:	
Qualifications:	B.Ed (Hons), QTS, PGC SEN Co-ordination (NASENCo), MA SpLD (Dyslexia), AMBDA, ATP, TPC **N.C. State Standard Professional Teaching Licence II** (Highly qualified) North Carolina USA **O.C.R. Level 7** Certificate in Assessing and Teaching learners with Specific learning Difficulties (dyslexia) **O.C R. Level 5** Teaching Learners with Specific Learning Difficulties (dyslexia) **Reading Recovery** European Centre for Reading Recovery Institute of Education **Advanced Dip. Special Educational Needs (Distinction)** OA **Cache Level 2** Certificate in Understanding Children and Young people's Mental Health Certificate in Understanding mental Health First Aid and Mental Health Advocacy in the Workplace Certificate in Understanding Autism **TQUK Level 2** Certificate n Understanding Self Harm and suicide Prevention Certificate in Understanding behaviour that Challenges
Awarding body:	University of Kent at Canterbury, Institute of Education, Institute of Education, BDA, Patoss, Patoss North Carolina State Board of Education OCR OCR European centre for Reading Recovery Institute of Education

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	Online Academies CACHE TQUK

Consultant's comments

Anita Laws is a highly qualified and experienced Head Teacher, who leads the school with energy and empathy. She is respected by parents, students, and the teaching team. Her hands-on approach ensures that she is at the heart of daily life of Holme Court.

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

Name:	Kathryn Roux, Ellie Wilson, Louise Tulloch
Title (e.g. SENCO):	SEND Mentor & SENDCos
Telephone number if different from above:	
Qualifications:	**Kathryn Roux:** B.Ed.(Hons), QTS, PGC SEN Co-ordination (NASENCo), M.A. (SEND), AMBDA **OCR Level 7 SpLD** Certificate in Assessing and Teaching learners with Specific learning Difficulties (dyslexia) **OCR Level 5 SpLD** Teaching Learners with Specific learning Difficulties (dyslexia) **CACHE Level 2** Certificate in Understanding Children and Young People's Mental health Certificate in Understanding Autism **Ellie Wilson:** **Post Graduate Award of Proficiency in Assessment for Access Arrangements (PAPAA)** **SEND Diploma** Level 2,3,4 **OCR Level 5 SpLD** Teaching Learners with Specific Learning Difficulties **CACHE Level 2** Certificate in Understanding Autism Certificate in Understanding Children and Young People's Mental Health **TQUK Level 2** Certificate in Understanding Behaviour that Challenges Certificate in Counselling Skills **Louise Tulloch:** B.Sc (Hons), PGCE, QTS, PGC SEN Co-ordination (NASENCo) **Level 5 SpLD** Teaching Learners with Specific Learning Difficulties (dyslexia) with Accredited Specialist Teacher Status (ATS)

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Awarding body:	**Kathryn Roux:** Leeds University, York University, Middlesex University, York University, York University, BDA, CACHE **Ellie Wilson:** Communicate Ed, New Skills Academy, OCR, CACHE, TQUK **Louise Tulloch:** University of Plymouth, University of Cambridge, University of Hertfordshire, BDA

Consultant's comments

Kathryn Roux oversees the annual review process and mentors the SENDCos remotely from her home in South Africa. She visits Home Court twice a year, bringing a wealth of experience to the school. Kathryn is not involved in intervention. Her role is to work with the SENDCos, to support them in the development of SEND administration and management e.g. reviewing the design of ILPs. She has overview of the annual review process and issues arising form this. She is also responsible for year 11 transition reviews and year 10 annual reviews. Kathryn's input and knowledge form an invaluable addition to teaching and learning at Holme Court.

Ellie Wilson is responsible for whole school interventions e.g. Carousel, COSMo, social skills and Growth Mindset. She works closely with the specialist teachers to ensure that all aspects of the above are working well. She trains staff, monitors implementation, and reviews progress. Ellie works closely with the Learning Support Team to ensure that the ongoing assessment data for each aspect of these interventions is updated on ILPs termly.

Louise Tulloch is responsible for annual reviews for the rest of the school. She is also responsible for the management of individual/ small group interventions and liaising with the SaLT and OT staff. Louise also teaches whole class literacy lessons in KS2 and 3.

This highly motivated team of specialists provide expert planning, intervention, and teaching for all SEND students.

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:	31	31	7-16yrs
	Girls:	19	19	7-16yrs
Boarding:	Boys:	N/A	N/A	N/A
	Girls:	N/A	N/A	N/A
Overall total:				

Consultant's comments

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		At the last CReSTeD consultation student numbers were lower due to there being lack of space for KS4 students. Since then, the school has moved into new premises and is able to offer places for students in KS4. Consequently, pupil numbers have shown a healthy increase.	
	c)	Class sizes – mainstream:	Form Groups: KS2: 4 Y7: 8 Y8: 12 Y9: 8 Y10: 8 Y11: 10
		Consultant's comments	
		The small class sizes allow for maximum individual attention and support for the students. This is augmented by the high teacher/student ratio.	
	d)	Class sizes – learning support:	KS2 & Y7 stay in form groups for all curriculum/lessons. Y8 – Taught in 2 smaller groups for core subjects. Spelling lessons – ability grouped across the school. Handwriting lessons – ability grouped across the school. Y9 onwards – pupils are grouped by ability for Maths (dependent upon Functional skills or GCSE's). Targeted SALT and OT support for individual pupils dependent upon EHCP.
		Consultant's comments	
		The carefully structured groups ensure that individual needs are targeted and met. Students may be grouped according to literacy levels rather than age. These mixed groups were observed to be working well together. LSAs are on hand to offer support where needed.	
	e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:	
		The most recent OFSTED report (2022) described Holme Court as 'a place of healing.' The inspection found that Holme Court offers an impressive curriculum and that students are prepared well for adult life. Safeguarding arrangements were found to be effective and 'pupils are safe emotionally and physically.'	
Independent Schools only	f)	Current membership (e.g. HMC, ISA etc.):	n/a
		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	Y

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	or provide link to view reports via the internet	Please see www.holmecourt.com
	ii. Recent Inspection reports, please indicate copy enclosed	Y
	or provide link to view reports via the internet	Inspection Reports | SEND School | Holme Court School, Cambridge0
	iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed	Y
	or provide link to view information via the internet	

Consultant's comments

Currently Holme Court does not offer a prospectus. However, clear information is available on the website including admission criteria, how to book a visit and details of the fee structure.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

To be a thriving, happy specialist school for pupils with dyslexia and associated difficulties.
To equip pupils with the skills and confidence they need in order to succeed in the wider community- and where possible to return to a mainstream setting.
We offer intensive specialist teaching for up to 50 pupils aged between 7 and 16yrs.
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.
The Head Teacher visits Queens University, Canada twice/ year where she speaks to B.Ed students about neurodiversity, dyslexia, meeting the needs of dyslexic pupils, differentiation, multi-sensory learning etc.

Consultant's comments

The aims and philosophy of the whole school are not only admirable but are evidenced in the detailed planning, structure and thought put into place to meet the individual needs of each student.

Criteria 1 & 2

b)	Please indicate copy of the whole school Staff Handbook (SH) enclosed	
c)	If not within SH, please enclose copies of whole school policy statement(s) with regard to SpLD pupils outlining:	
i.	Policy for SEN/SpLD	n/a
ii.	Support for policy from Senior Management Team	n/a
iii.	Support for policy from governors	n/a
iv.	Admissions Policy/Selection Criteria	attached

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	v.	Identification and assessment	n/a
		Consultant's comments	
		Holme Court's policies are relevant and robust and reflect the specialist nature of the school. The ambience of the classrooms, curriculum design, admissions process, assessment of needs and excellent teaching methods are tailor-made to the benefit of each student. The Proprietor, Head Teacher and SMT are united in support of these policies.	
Criterion 4	d)	Give specific examples of the whole school response to SpLD	
		See attached example of a summary of needs and provision sheet. See attached 'How we support...' sheets for reading, spelling, handwriting, grouping & seating. • Classroom design – colour of walls/ carpet-wooden doors, open windows- doors closed • Classroom organisation- reduced visual distraction- displays behind pupils, clear walls, surfaces • Classroom furniture- height adjustable tables-different sized chairs (designed to support back, encourage good posture and reduce tipping back) • Writing slopes- wobble cushions and weighted blankets available for all pupils as required • Assorted styles of pencil grips, chunky pencils, left and right handed grooved and ordinary pencils available for pupils to choose from • Reduced displays- low visual stimulation • Multi-sensory teaching across the curriculum • Structured timetable- consistency across the week • 45 minute lessons –shorter duration to support concentration • Regular movement between rooms • Emphasis on literacy skills • In addition to literacy lessons all pupils work at their own level during a carousel of activities 4 days/ week- this includes-reading, individualised spelling, touch-typing, and phonics • I day/ week an additional carousel of regularly changing activities selected from memory, dictionary, vocabulary, visual processing, motor skills, auditory processing, auditory memory, lego therapy. • Focused multi-sensory teaching of handwriting in small groups 1/week • Focused multi-sensory teaching of spelling patterns in targeted groups 1/week • Literacy IEP targets interwoven into success criteria for writing activities across the curriculum • COSMo exercises 3/week • Coolfire exercises at the beginning of all lessons • Daily walking break • Pupils encouraged to use fiddle toys out of sight as required • Marking policy supports pupils taking risks and does not penalise spelling errors • Emphasis on developing vocabulary across the curriculum • Use of Wigit symbols • Word Aware strategies to support vocabulary development • 'Think time' and prior warning given to pupils to support with questioning	

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- Use of traffic light cubes for pupils to request support without drawing attention to themselves

Consultant's comments

This extensive list of the ways in which the whole school responds to SpLD speaks for itself. During the consultation it was evident that no detail has been spared in providing the highest level of support for every student. The students appear comfortable in the carefully planned environment. They benefit from their ILPs and learning ladders, which inform effective teaching and learning in a stress-free atmosphere.

e) Number of statemented / EHCP pupils: 39 with 1 request for assessment in progress

Consultant's comments

The school manages EHCPs with sensitivity and expertise.

Independent Schools only

f) Types of statemented / EHCP needs accepted:

Dyslexia and associated SpLD including ADHD, ADD (where behaviour does not affect learning of others), Dyscalculia, DCP, SLCN, ASD (where behaviour does not impact others), sensory processing and executive functioning needs.
SEMH needs which impact on literacy levels (but do not affect the learning of others) are considered.

All pupils must demonstrate considerable literacy difficulties.

Consultant's comments

The school's policies describe clearly which SEND needs can be met. Evidence shows that this range of needs is met effectively at all levels.

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:

Needs including areas of strength and difficulty are discussed with parents/carers when they first contact the School.
If the School considers that the needs are compatible with the support provided by the School- parents are invited to attend a meeting where they meet the HT and Business Manager. They are shown around the site and meet staff and pupils.
Parents are asked to bring any professional reports and assessment results.

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.

Once accepted all pupils are assessed on entry to identify up to date specific areas of strength and difficulty. The data is used to group the pupil for literacy, numeracy, spelling and handwriting. Information is added to the class/group GAP analysis which in turn is used to inform planning.

Pupils are grouped according to their level of need for literacy, numeracy, spelling and handwriting. These groups are fluid and may change at any time depending on the needs of individual pupils.

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Consultant's comments

The admission policy is extremely clear and very thorough. Parents/carers and students are guided through the process in a supportive way. Prospective students can spend taster days in school. One such student was observed on the day of the consultation and was seen to be integrated comfortably into school life.

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

All pupils at the school have a diagnosis of dyslexia and/or have considerable ongoing difficulties with literacy and in many cases numeracy.

All pupils enter the school attaining at levels considerably lower than that demonstrated by their peers.

All pupils are taught in accordance with their needs.

Consultant's comments

Most students will already have been identified as having SpLD and will have a detailed assessment report describing their areas of need and suitable interventions. ILPs are generated to inform targeted teaching and each student benefits from bespoke teaching and support. ILP targets are reviewed regularly so they are cumulative and remain relevant. Students have input to their ILPs. Teaching staff have access to the ILPs which aid planning, ensuring all students can access lesson content. Each student has a Learning Ladder, which aids self-evaluation and ties in with their ILP targets, allowing them to evaluate their personal progress.

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 and in many cases additional SpLDs.

The Head Teacher holds an assessment practice licence and is able to complete a full assessment for SpLD.(renewal in progress)

Details of alternative Specialist Teachers able to complete a full diagnostic assessment are available from the School on request.

Details of private Educational Psychologists used and recommended by parents are available from the School on request.

Peripatetic staff are able to provide speech and language and occupational therapy assessments if required.

Consultant's comments

The onsite availability of qualified assessors and therapists is a valuable addition to the SEND offer at Holme Court.

4. Teaching and Learning

4. a) How is the week organised?

See timetable

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.

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Consultant's comments

The timetable has been designed carefully to address the needs of all students by minimising stress and maximising learning opportunities.

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

In addition to the whole school approach to the teaching of literacy and numeracy, some students receive additional intervention on a 1:1 basis or in small groups.
Spelling and Handwriting lessons are all led by teachers/practitioners with a level 5 qualification in SpLD. During carousel, each room contains a staff member with a level 5 qualification in SpLD.

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, individualised IDL reading and spelling programme and BKSB for English and Maths log ins and are encouraged to practise at home.

Consultant's comments

The Carousel sessions are innovative and extremely effective in micro-managing each student's needs and in tracking their progress. These short teaching/learning sessions are ideal for students whose concentration span is limited. There is in-built time for any student who needs 1:1 help.

Criterion 3 & 4

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

- *Curriculum subjects*
- *Literacy support*

See the Holme Court Lesson; an example of a lesson plan; example of a powerpoint for lessons.

Consultant's comments

Several lessons were observed during the consultation, including Maths, English, Cookery, Science, and the Carousel sessions. The teaching groups were small, and each had a subject teacher and one or two LSAs to support the students as needed. The lessons were well planned and lively and the rapport between adults and students was excellent. Students were encouraged to reflect on previous knowledge and to record their work in a variety of ways, including typing. Students answered questions with confidence and felt able to ask for help, in some cases with a 'traffic light' system, which was readily available.
The interactive, multisensory nature of all the lessons observed meant that students were enthusiastically engaged in their own learning. The practical nature of the science and cookery lessons provided hands-on opportunities for investigation, trial and improvement, some very successful outcomes and a good deal of fun. The teaching of spelling was meticulous and included the use of British Sign Language, a ball game and a very energetic chair game, which caused much hilarity.
ICT was well utilised with Smart boards in all classrooms and students using laptops and tablets.
It was evident that the teachers and support staff know their students very well.

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

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All pupils have a summary of need and summary of provision which outlines their specific needs and the interventions and strategies which are in place to support their individual needs.
ILPs are produced- these indicate current targets. They are not particularly detailed as the strategies and teaching methods are used across the School for all pupils. They are therefore not additional to the normal teaching.

All pupils have an individualised learning ladder for literacy which indicates the specific writing targets for pupils. Targets are obtained as a result of analysis of freewriting work against PIVATS writing criteria.
All pupils have an individualised maths target obtained from analysis of PIVATS.

Summary of need and provision
Learning ladders
ILPs attached

Please indicate two examples enclosed	Yes

Consultant's comments

Performance Indicators for Value Assessment and Targeted learning (PIVATS) assesses small steps of attainment and is invaluable in target setting and monitoring progress. Individual Learning Ladders provide relevant targets and aid in tracking learning progression.

e) Records and record keeping:

- Use of standardised assessments- November and May
  WRAT5 single word reading, sentence comprehension and spelling
  TOWRE-2
  Myself as a Learner
- PIVATS to monitor progress in speaking, listening, writing and maths
- PM benchmarking- graph of progress through levels recorded for each pupil
- Touchtyping (TTRS) levels-accuracy and typing speed
- IDL reading and spelling equivalent ages
- BKSB
- Phonological awareness
- AQA unit awards

Consultant's comments

Record keeping is extremely thorough. Student tracking ensures that strengths and weaknesses are recorded and informs target setting and relevant interventions.

Criterion 3

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

Detailed tracking, showing progress being made and targets achieved, is evidence of effective, tailor-made teaching. There is a clear history of interventions which have proved successful and those which need modifying.

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. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	N/A					
SpLD Pupils	N/A					

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GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	10 exams to be taken 06/2024- see separate document						
SpLD Pupils	10						

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

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	N/A						
Dyslexic Pupils	N/A						

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

All pupils work towards AQA unit awards which supplement teaching programmes.
Pupils will take examinations in Functional Skills and GCSE English literature and language, maths, science, RE, Art and photography.
We have recently introduced a BTEC Level 1 and Level 2 qualification in Cookery.

Consultant's comments

The grades of the recent mock exams are very promising. These are students who in the past may not have been considered for GCSE. It is great credit to them, and to the teaching they are receiving, that success is now a reality for them.

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

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

Consultant's comments

The school is well resourced with a wide variety of equipment and materials suitable for the specific needs of the students. Many of the games and learning tools had been devised by the teachers.

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Criterion 5.2 b) ICT:

Surface Go tablets
Laptops – use of built in Microsoft immersive reader tools
C pens

British Dyslexia Association Touch Type Read and Spell (TTRS) programme used for Touch typing
IDL reading and spelling programmes used
BKSB programme.

Year 10 and 11 are mostly paperless - Surfaces are prioritised to pupils that don't have a LA technology package.

Consultant's comments

ICT is used throughout the school. Students were using laptops, tablets and smart boards in many of the lessons observed during the consultation.

Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

Pupils are assessed by qualified staff in order to ensure that all appropriate access arrangements are put in place.
These include:
Use of reader/ C-pen
Use of scribe/ word processor
Additional time
Rest breaks

Consultant's comments

There is a clear advantage of in-house assessment for access arrangements. Students' normal way of working is familiar to all the teaching team. The arrangements are in place well before examinations so that students are familiar with the techniques best suited to their individual learning style. This helps to reduce potential stress associated with examinations.

Criterion 5.4 d) Library:

Books are colour banded according to level

Consultant's comments

There is a small but useful library of books. Students enjoy a variety of texts when they are read to during the daily carousel sessions.

6. Details of Learning Support Provision

DSP 6.1 6. a) Role of the Learning Support Department within the school:

The whole school provides tailored support to all pupils. A few pupils are in receipt of individual lessons to further support learning.
Each classroom has a least 1 learning support assistant with or working towards a level 2 qualification in supporting learners with dyslexia.
We have a further group of LSA's that are qualified to Level 3 for supporting pupils with SpLD (4 staff members).

Consultant's comments

The Learning Support Team is dedicated to providing the bespoke teaching programmes needed for each student. They do this with a sense of creativity and enthusiasm and a determination to teach to individual learning styles.

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

b) Organisation of the Learning Centre or equivalent:

The SEND team is mentored by Mrs Roux. The SENDCo's and SEND team work closely with the teachers, learning support assistants and HT.

Consultant's comments

This is a tight-knit team, with excellent leadership. Their experience and sensitivity to the needs of the students permeates throughout the school.

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

All staff have input into this.

Consultant's comments

As stated.

d) Supporting documentation, please indicate enclosed:

vi.	SEN Development Plan (or equivalent) enclosed	N/A
vii.	Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Y
viii.	List of known SpLD pupils in school	N/A

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

Holme Court staff are appropriately qualified and experienced in the field of learning support. The Head Teacher provided a signed document to confirm the qualifications of all learning support staff.

DSP 7.3

b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

As a specialist school, all staff have additional training to effectively teach pupils with SpLD. See training log for specific information.

Consultant's comments

The ongoing CPD programme ensures that teaching staff are fully up to date with current teaching methods enabling them to deliver the best possible SEND support.

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?

Absolutely.

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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:

Several parents were contacted post-consultation. They were unanimously grateful for the way in which Holme Court has been a life changing experience for their children and for themselves. One parent described their child as 'thriving' in the 'completely supportive' atmosphere at Holme Court, after many years of struggling in mainstream schooling. Another said the experience has been 'amazing' and others used adjectives such as 'fabulous' and 'brilliant.' Parents found it hard to believe that their children are now happy to go to school and actively want to be there. There was unanimous praise for Anita Laws and the teaching team who were described as 'approachable, nurturing, caring and understanding.' Parents felt that they were able to talk to the staff about anything and any problems are dealt with quickly. A parent whose child had been 'terrified' of school prior to being at Holme Court reported that they are now coming 'out of their shell, with increased confidence.' There was an overwhelmingly positive response from parents who are witnessing their children in a safe and happy learning environment where their specific needs are catered for so expertly.

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

A group of eight students from Years 6,7,8,10 and 11 were asked about their views of Holme Court. They were friendly and articulate and happy to speak about how the school has helped them. One said that Holme Court 'is the best school I have ever been to.' Another shared the fact that they now felt confident enough to return to mainstream schooling. The group liked the way in which the school accommodates everyone and 'fits round you.' They felt that there are not many schools that support dyslexic students as well as Holme Court.

Students were pleased that they can stay at Holme Court to take GCSEs and were keen to see more subjects added to those offered currently.

Students spoken to during lessons and breaktimes were equally complimentary about the school and the teachers and were proud to show work in which they were successfully engaged.

Report Summary

For completion by consultants only:
Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	√
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	√
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	√
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	√
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	√
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	√
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines.	√
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	√
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	√

Criteria	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 should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	√
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	√
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion	√

Report Summary

Summary of Report including whether acceptance is recommended:

Holme Court is a small school which offers the best in bespoke education for SpLD/SEND students. It has been described variously as ‘A comforting, warm hug’ and ‘The place which changed our child’s life.’ The teaching from the highly qualified, experienced staff, under the expert leadership of Anita Laws, produces happy, confident young people who experience successful learning, maybe for the first time in their lives. In many cases this readies them for return to mainstream schooling. Holme Court goes over and above to ensure that the ethos of the school, its values, and aims are upheld at the highest level. The students are ‘challenged and inspired’ daily and thus enabled ‘to engage in lifelong learning.’
The consultant is pleased to recommend the re-registration of this unique school.