



## Council for the Registration of Schools Teaching Dyslexic Pupils

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### Registration / Re-registration Application Form Category LSC – Learning Support Centre (formerly known as DU – Dyslexia Unit)

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

#### Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore, your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the registration / re-registration process are **indicated in red** within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

<b>Current Category?</b> (re-reg only)	<b>LSC</b>	<b>Change of Category?</b> (re-reg only)	<b>NO</b>	<b>Category applied for</b> (re-reg only)	<b>LSC</b>
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<b>Contact Details</b>	
Name of person completing form:	Helen Evans
Tel:	01608 658999
Email:	<a href="mailto:h.evans@kinghamhill.org">h.evans@kinghamhill.org</a>

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

Name of contact:	
Tel:	
Email:	

Date of visit:	7 <sup>TH</sup> October 2019
Name of Consultant(s):	Anne Sherrard

<b>School Details</b>			
Name of school:	Kingham Hill School		
Address of school:	Kingham, Chipping Norton, Oxfordshire, OX7 6TH		
Telephone:	01608 658999	Fax:	01608 658658
Email:	<a href="mailto:secretary@kinghamhill.org">secretary@kinghamhill.org</a>		
Website:	<a href="http://www.kinghamhill.org.uk">www.kinghamhill.org.uk</a>		

<b>Name and qualifications of Head/Principal, with title used:</b>	
Name:	Nick Seward
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	
Qualifications:	BEng Aeronautical Engineering, Imperial College London BA Theology, Durham MA Theology, Durham Diploma in Ministerial Studies, Durham
Awarding body:	Imperial College, London and Durham University
<b>Consultant's comments</b>	
Mr Seward is very mindful of the needs of pupils with SEND: he teaches Economics to GCSE and so has first-hand experience of supporting these young people in the classroom. He is rightly very proud of the achievements of many of Kingham Hill's SEND pupils.	

<b>Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:</b>	
Name:	Helen Evans
Title (e.g. SENCO):	Head of Learning Support
Telephone number if different from above:	
Qualifications:	BA University College of Wales PGCE Hornsby Diploma of teaching of pupils with specific learning difficulties/dyslexia Certificate in Psychology Testing and Access Arrangements (CPT3A) BPS – Test User: Educational Anility/Attainment Study Skills course – Dyslexia Action
Awarding body:	
<b>Consultant's comments</b>	
The SENDCo is well qualified and has many years' experience in the SEND world. As an English graduate she is well placed to understand and support literacy across all subjects as well as the many other needs of these pupils. She is also a member of the English department.	

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## 1. Background and General Information

1. a) Dep't of Education Registration No.: 931/6004

b) Numbers, sex and age of pupils:		Total	SpLD (Greens lessons)	Accepted age range
Day:	Boys:	91	19	11-18
	Girls:	62	3	11-18
Boarding:	Boys:	109	19	11-18
	Girls:	84	7	11-18
Overall total:		346	48	11-18

### Consultant's comments

Girls make up approximately 20% of those identified with a SpLD.

c) Class sizes – mainstream: 15-20

### Consultant's comments

Classes do become smaller as pupils move towards GCSE and are appropriately sized for the needs of the teaching group. Tutor groups too are kept small.

d) Class sizes – learning support: Either 1:1 or max 1:5

### Consultant's comments

These are designed to support the needs of pupils.

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

The 2014 ISI report states that, 'The provision for pupils with SEND is excellent' and in the contribution of arrangements for pastoral care it is noted that: 'Pupils with SEND or EAL are supported sensitively by staff who understand their needs.' There has also been a 2017 Compliance Inspection.

f) Current membership (e.g. HMC, ISA etc.): BSA, Society of Heads

### Consultant's comments

The school is inspected by ISI. Kingham Hill is also accredited by the Middle States Association (MSA) based in the United States.

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 x

or provide link to view reports via the internet

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

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 x

or provide link to view information via the internet

### Consultant's comments

Independent Schools only

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## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

### 2. a) Aims and philosophy of the whole school

At Kingham Hill School approximately 15-20% of the pupils come to the school because they have a learning difficulty which mainly falls into the categories of dyslexia, dyspraxia, dyscalculia, Aspergers and ADHD. The main purpose of the SpLD Department (known as Greens) is to offer specialist teaching, particularly in 1<sup>st</sup> to 3<sup>rd</sup> Form and subject specific support, with study skills in the 4<sup>th</sup> to 6<sup>th</sup> Forms so that pupils can follow the mainstream curriculum with success.

All pupils on entry to the school are assessed using the MiDYiS test and may also be followed up with a WRAT and DASH assessments if the school requires further information. For those with an already diagnosed learning difficulty, Educational Psychologist reports are often submitted along with initial application. The recommendation/results of an Educational Psychologist report, assessment day results, previous school reports and discussion with parents all factor in the decision of progressing with the application to the school. Trying to build an accurate picture of the prospective pupil is crucial to understanding the level of support needed and the provision we have. If pupils currently at the school become a cause of concern, the communication between all staff is excellent and Greens will further investigate.

The Senior Management Team and the Governing Body fully supports this inclusive approach. All pupils who apply for a place at Kingham Hill are discussed at SMT level to ensure a successful outcome.

#### Consultant's comments

The school have a cohesive and holistic approach to supporting SEND pupils in all aspects of their school life. There is no stigma attached to having extra support with The Greens. The range of subjects allows for students to achieve well and discover career direction assisted by the offer of BTECS: Business Studies, Sport, Performing Arts and Animal Management; A level Photography is also available. This is a wide range for a school of this size.

Criteria  
1 & 2

b) Please indicate copy of the whole school **Staff Handbook** (SH) x  
enclosed

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

- |   |                        |
|---|------------------------|
| i. <b>Policy for SEN/SpLD</b>                             | See enclosed documents |
| ii. <b>Support for policy from Senior Management Team</b> | see SH                 |
| iii. <b>Support for policy from governors</b>             | see SH                 |
| iv. <b>Admissions Policy/Selection Criteria</b>           | see SH and below       |
| v. <b>Identification and assessment</b>                   | see SH                 |

Admission policy/selection criteria and Admissions policy/selection criteria:  
The admission process for all pupils is by standardised assessment tests and an interview. All prospective pupils are assessed cognitively using MidYis and a single online reading test is taken.

There are assessment days throughout the school year, but also individual time and dates can be added at the wish/need of the parent or prospective pupil.

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Criterion 4	<p>To ensure that KHS is appropriate, taster days and possible visits to current school occur. If the pupil has an Educational Psychologist report, this is reviewed and summarised for the Headmaster to read.</p> <p>Pupils with a known SpLD usually complete their assessments within the department, so observations can be made.</p> <p>The Head of Learning Support (with support from the department) will give a recommendation to the Headmaster on whether the school can meet the needs of the prospective pupil. This is then used as part of the decision as to whether to offer the pupil a place at the school.</p> <p><b>Consultant's comments</b></p> <p>Careful consideration is given as to whether a pupil can have their needs met at Kingham Hill School and this is a well thought through process. The school aims to be inclusive in its approach in all areas. When a young person's needs are seen to be beyond what Kingham Hill School can offer, suggestions are made to parents about other schools they might like to explore.</p> <p>d) Give specific examples of the whole school response to SpLD</p> <p>Members of staff have access to documentation used within Greens and also available through i-Sams. This includes:</p> <ul style="list-style-type: none"><li>- Classroom Strategies for pupils</li><li>- Access Arrangements</li><li>- Plans and outline of the work being carried out for the pupil accessing Greens (if required)</li><li>- Current testing scores (if required)</li></ul> <p>Information of specific pupils is discussed at Grades Meetings (every 4-5 weeks) and Head of Department meetings. Case conferences can be called if a pupil is a particular cause for concern.</p> <p>Individual teachers are encouraged to visit and communicate with Greens teachers to discuss needs of a pupil if necessary.</p> <p>New teachers take part in an Induction programme, which outlines the department and the workings of this in school.</p> <p><u>INSETS 2017-2019:</u> Speech and Language Therapist – Classroom Strategies Teacher of the Deaf – Key Staff Only</p> <p><u>In-house delivery:</u> New Staff INSET – Explanation of Greens and iSAMS SEND Classroom Observations – Including feedback to teachers PGCE Pupils – Observations and 1:1 sessions on ways to support pupils with SEND in the classroom</p> <p><b>Consultant's comments</b></p> <p>Kingham Hill School is careful to be sure that new staff and those on PGCE courses are trained with SEND pupils in mind. There is on-going INSET for mainstream teachers. The Greens staff might like to consider further training on identifying SEND in young people with EAL.</p> <p>e) Number of statemented / EHCP                      3 Pupils with an EHCP pupils:</p> <p><b>Consultant's comments</b></p> <p>The school is of course mindful of meeting the individual needs of these</p>
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Independent  
Schools  
only

- pupils in particular, both inside and outside the classroom.
- f) Types of statemented / EHCP needs accepted:  
Kingham Hill School is a non-selective school and prospective pupils are considered on an individual basis. This is dependent on the severity of need and whether the school has the ability and adequate support to meet the individual need of the pupils both academically and pastorally.
- [Consultant's comments](#)

### 3. Identification and Assessment

Criterion 1

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 on entry to the school are tested with MidYis. They may also complete the WRAT assessment and a 10 minute DASH free writing assessment if the school feels more detail may be needed. Many pupils who access Greens will have an Educational Psychologist report that will help and guide the support on offer.

Any pupil that attends Greens (particularly in 1<sup>st</sup> to 3<sup>rd</sup> Forms) will be assessed within the first 2 weeks of lessons. This will comprise of the WRAT and DASH assessment. This will be in addition to the Educational Psychologist report (if applicable).

Any pupil, once at the school, who gives cause for concern is referred to Greens for further testing. This includes the tests mentioned previously and others if needed. Once this process is complete, there is a meeting held with parents, teachers and the pupil and decisions are made as to whether further support and intervention is required. Pupils can be referred to Greens at any point throughout the academic year and are often discussed at grade review meetings.

[Consultant's comments](#)

The school sets out to form clear pictures of each pupil's cognitive ability and identify areas of weakness as they arrive in the school. It is recommended that further screening programmes be explored for new arrivals that would cover reading speed as well as working memory and perhaps at this stage making use of online tests.

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

As mentioned, the first steps are to try and build a more accurate profile of their difficulties. This will involve the testing previously discussed, observations in the classroom, discussions with teachers, parents and the pupil in question. If the assessment gives a clear enough picture of the pupil and support can be given within the school, this will take place as required. If however, it appears a more detailed assessment is needed by an Educational Psychologist, this is then arranged. KHS will then direct the parents to a local Educational Psychologist, who may be able to further support and help.

[Consultant's comments](#)

This process is clear and includes those who know a pupil well in a classroom situation as well as incorporating the views of parents and pupils.

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

As mentioned, if it is felt a more detailed assessment is required, contact is made with an Educational Psychologist (we use 2 within the local area). Many of our pupils will come with an Educational Psychologist report and some of our pupils who are from military families will access a full report prior to entry.

**Consultant's comments**

This again is a clear process and the SENDCo is aware of when there is a need to bring in outside professionals. Acquiring further detailed tests of memory and reading speed might well allow an unexplained difficulty to be unravelled by The Greens department and also give the pupil in question a detailed and insightful understanding of their strengths and weaknesses when learning and absorbing material. The Greens staff are more than qualified to carry out such assessments.

#### 4. Teaching and Learning

4. a) How is the week organised?

The school week is Monday to Friday 8.40am – 5pm. This is on a 2 week timetable, Week A and Week B. The length of lessons are 50 minutes, with one break in the morning and afternoon, along with an hour's lunch break. Sport and Activities take place usually from 3.45pm-5pm.

**Consultant's comments**

The days are busy and full; the wide range of sports and activities on offer mean that the extra-curricular programme is a very inclusive one. There is no Saturday teaching and this can provide down time for those in particular needing to recharge at the end of the week.

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

SpLD pupils are withdrawn from their mainstream lessons. The number of lessons is dependent on the pupils needs and decided after consultation with parents and the pupil. The 'usual' pattern is the pupil in 1<sup>st</sup>-3<sup>rd</sup> Form will not do a Modern Foreign Language and in 4<sup>th</sup>-5<sup>th</sup> Form, will choose one less GCSE to study and have Greens as part of the timetable.

SpLD pupils are expected to complete prep, the same as other pupils, but occasionally with some differentiation required. To support SpLD pupils with prep, there is a prep session held on a Tuesday and Thursday from 5-6pm. This is run by a member of the Greens teaching team. Boarding pupils are able to access a member of the Greens staff in the evening if needed, however, this is usually an exception.

Pupils are able to use various means of support and software. For example, laptops and voice activated software can be used if needed in these prep times. This must fall into their normal way of working.

**Consultant's comments**

Pupils are appreciative of the Greens prep sessions twice a week and the help they receive at this time. In the boarding houses there is always a member of staff on duty to provide help. Whilst most pupils are withdrawn from a Modern Foreign Language, arrangements for lessons can be made if

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Criterion  
3 & 4

this is not appropriate.

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

Across the curriculum, subject teachers are expected to demonstrate an understanding and differentiation if needed for SpLD pupils in the classroom. Classroom strategies are available for the teachers to access on iSAMS. This is reflected in their planning and preparation for classes and forms part of the appraisal process. An ethos of peer support and peer observations are a large part of KHS and Greens teachers will support and observe if needed. Regular inset sessions are put on for classroom practice and strategies. Pupils who access Greens are placed in age appropriate groups with the most appropriate member of staff to meet their needs. Each pupil has a Learning Plan and this will outline targets and outcomes. These are reviewed termly with the pupil and parental contribution is available if needed. For 1<sup>st</sup> to 3<sup>rd</sup> Form pupils, Greens will target specific intervention programmes and follow clear strategies to support learning. From 4<sup>th</sup> Form upwards, the emphasis shifts to study skills, subject specific support and coursework guidance. These pupils will still have a Learning Plan with targets.

*Consultant's comments*

Five mainstream lessons were observed, and these ranged from first year to fifth form. All demonstrated multi-sensory teaching, thinking time, a variety of ways to record information and a secure atmosphere in which to learn: in Physics, pupils were visually given the direction of the lesson, questions were answered together on the board, and pupils were asked what they had learnt at the end of the lesson; in Geography again pupils were made aware of the lesson objectives, key terms were in a word bank, an exemplar provided support to the task and pupils were encouraged to be reflective on their answers and consider what might be improved – time was also spent on this subject's key command words – explain and describe- and how to tell the difference; in Maths algebra questions were tackled together and pupils were not afraid to give answers and think carefully about what might have gone wrong – the lesson was appropriately paced and exemplars again provided support; in an English lesson white boards were used by each pupil to record their answers and there was some in class support; in another English lesson, wonderful use was made of the whiteboard with colours to support language analysis- key terms were provided as well as a definition of the divine right of kings- careful questioning led pupils to think more widely, a film clip of the scene in question allowed for the text to be seen as a live performance and the homework task in the form of following emotional states on a graph, allowed for detailed analysis and learning. All lessons revealed good relationships between pupils and staff, and pupils who were made to feel confident enough to volunteer answers and most of all, reflect on their answer and self-correct.

The Maths department handbook contains a literacy policy to write key words on the board for every lesson. This department gives over the week before school exams to a revision week so that pupils know what to revise for over the half term break. In English, the department handbook demonstrates that they are aspirational for SEND pupils and the success of this is seen in their GCSE results. Conversations with a history teacher demonstrated the understanding of the need to bring history alive at the same time as providing insight to different interpretations. PE staff clearly are mindful of the need to help pupils find the sport for them which might not be a team sport but most



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of all, give them a sport to enjoy far beyond school years.  
Two Greens lessons were observed: excellent relationships were noted between staff and pupils; good use was made of technology to support learning and develop an element of competition as well as improve speed of working; pupils were on task; in the group lesson work was carefully differentiated for each pupil.

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

Learning Plans and targets are created for the individual in the start of the Michaelmas term and reviewed on a termly basis. This is a 'live' document and can be regularly altered to meet the need of the pupil. The Learning Plans are based on the needs of the pupil, looking into the assessments carried out within the department, Educational Psychologist reports, consultations with previous schools and includes full discussion with the individual pupils.

Please indicate **two examples** enclosed

x

Consultant's comments

These documents are targeted at the needs of pupils and reviewed each term although they are living documents to be changed whenever it is appropriate. They are clear and succinct allowing subject staff to have a quick overview of their pupils.

e) Records and record keeping:

All pupils who access Greens support have a file which comprises of their history of need, testing scores, Educational Psychologist reports and any other relevant documentation. These hard copies are kept in a locked filing cabinet in the Greens office.

Google Docs is used to also keep up to date and 'live' information, including lesson plans and targets. In conjunction with this, Isams is used for the pupils MidYis scores and copies of Educational Psychologist reports. Summaries of these are kept online for recommendations if needed.

Consultant's comments

Careful attention is given to record keeping. The LS register aims to provide succinct and clear advice to mainstream teachers. The department also have the task of producing documentation for CEAS and this is a further demand on their time and one which calls for careful justification of support and target setting.

Criterion 3

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

Support is carefully documented on learning plans and involves parents, pupils and teachers who are involved in making appropriate adjustments in the classroom (and were observed doing so).

Criterion 3

g) Impact of provision – assessment summary all pupils (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	No. of pupils Years 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	38	38	99%		
SpLD Pupils	5	5	99%		

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GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Inc – English and maths Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1
Whole School	45	94%	91%	100%
SpLD Pupils	11	97%	91%	100%

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							
SpLD Pupils							

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

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

**Consultant's comments**

These are very impressive results. SEND Pupils often achieve to the best of their ability whether they are also having support from The Greens or not but benefit from quality first teaching in the classroom. Last year there was 100% success rate in GCSE English Language and 97% in Maths at Level 4 or above.

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

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

Greens is well resourced with a wide range of materials and online programmes. At present there are 9 computers available for the pupils to use. However, the school has asked each pupil to provide their own device. The department is divided into 4 teaching areas (one of which is also used for assessments and 1:1's) and is well suited to meet the needs of the individual pupil. We are situated next to the library and use this frequently with the pupils.

As separate office is used for administrative purposes, as well as being used for assessments if needed.

A large storage area is also used for additional resources and files of previous pupils.

**Consultant's comments**

The department is spacious and well resourced. It sits at the heart of the school but is just tucked away up a staircase to make pupils feel they are a little apart in a secure place. Pupils were observed making use of the

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Criterion 5.2	<p>computers, catching up on coursework, completing homework and being overseen by a member of The Greens department.</p> <p>b) ICT: There are two main ICT rooms in the school. However, pupils (whose it is their normal way of working) are encouraged to use their own devices as wireless internet is good at the school. Google Docs are used within most lessons and classrooms and sharing of work is simple with this introduction. The digital literacy coordinator is supportive of the pupils using devices and being organised in their e-folders. Support is given in Greens and in the library if this is needed.</p>
Criterion 5.3	<p>Consultant's comments Pupils and parents are appreciative of the ability to use ICT to assist learning. It may be that some pupils do need to be on a laptop in the lower years; for those dependent on this technology the whole process from first draft of an essay to its completion may need to be on a computer or laptop.</p> <p>c) Details of access (special examination) arrangements requested and made for SpLD pupils: All pupils accessing Greens from around the 4<sup>th</sup> Form are assessed for Access Arrangements using various means of testing. Applications are made online and are kept in the Greens office and on i-sams in the Exams section. Form 8's are competed and evidence to support 'normal way of working' is held in the office if needed within an inspection. Two members of staff are qualified and able to apply and complete the arrangements. The following arrangements have been made for pupils at Kingham Hill in the last few years: Reader, Scribe, Extra time, Separate room, prompter, rest breaks, word processor and read aloud.</p>
Criterion 5.4	<p>Consultant's comments The school takes the process of exam application very seriously and works hard to accommodate pupils appropriately for public exams. It is recommended that the school again implement the electronic reader with GCSE reading task questions specifically in mind and for pupils who find this a helpful adjustment as part of their normal way of working. Reading pens might mean pupils who need to can focus on those short exam questions. Candidates can then remain in an exam room for both public and school exams.</p> <p>d) Library: With the library being brand new only a few years ago, the pupils have an amazing and vibrant place to learn and read. The librarian is also the digital literacy coordinator and supports the pupils with many initiatives that engage and benefit the pupils. The librarian is able to guide pupils with SpLD to the appropriate books and helps to excite and engage these pupils into reading.</p> <p>Consultant's comments The library is a very welcoming space giving an atmosphere of both somewhere to relax and unwind with a book but also a place to be inspired and study not least because of the spectacular panoramic views from the working area. The librarian is enthusiastic about encouraging all to read whether digitally or from the wide range of literature available including an area of books for those who don't always find reading easy.</p>

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## 6. Details of Learning Support Provision

LSC 6.3	<p>6. a) Role of the Learning Support Department within the school:</p> <p>Greens is an integral part of Kingham Hill School. Greens look to support and develop pupils in their learning, giving strategies to support them in the classroom and beyond. Pupils will predominantly come out of a language and attend in a 1:1 lesson or small groups (maximum of 1:5 ratio), to enable underpinning teaching, tools and strategies to be delivered by specialist teachers. As a boarding school, this is sometimes delivered outside of the 'normal' timetable.</p> <p>Greens staff offers advice, observations and communications to the teaching staff. This enables the classroom teachers to have full support in enabling the pupil to reach their potential.</p> <p>Prospective parents are attracted by the additional support that is offered within the school.</p> <p><i>Consultant's comments</i></p> <p>Greens staff are very aware of the need to be organically part of the school and be involved in the learning of SEND pupils in the different classroom settings.</p>									
LSC 6.5 & 6.6 Ssroom s	<p>b) Organisation of the Learning Centre or equivalent:</p> <p>Greens is located in the heart of the school. It is above the English department and next to the Library. There is enough space to meet the needs of the pupils, whether in a 1:1 or small group teaching setting.</p> <p><i>Consultant's comments</i></p> <p>There is enough space in the department to conduct one to one support or to house slightly larger groups as well.</p>									
LSC 6.6	<p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?</p> <p>Yes. This is also sometimes shared with the members of the department, who are able to offer support to the Head of Learning Support.</p> <p><i>Consultant's comments</i></p> <p>The SENDCo is supported by Tim Martin and so the administrative demands of the department are shared. Tim Martin is also responsible for the PSHE programme and so is mindful of the overlap with mental health and SEND.</p> <p>d) Supporting documentation, please indicate enclosed:</p> <table border="0" data-bbox="414 1523 1404 1675"> <tr> <td data-bbox="414 1523 454 1556">vi.</td> <td data-bbox="510 1523 1284 1556"><b>SEN Development Plan (or equivalent) enclosed</b></td> <td data-bbox="1364 1523 1404 1556">X</td> </tr> <tr> <td data-bbox="414 1568 454 1601">vii.</td> <td data-bbox="510 1568 1284 1635"><b>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</b></td> <td data-bbox="1364 1568 1404 1601">X</td> </tr> <tr> <td data-bbox="414 1646 454 1680">viii.</td> <td data-bbox="510 1646 981 1680"><b>List of known SpLD pupils in school</b></td> <td data-bbox="1364 1646 1404 1680">X</td> </tr> </table>	vi.	<b>SEN Development Plan (or equivalent) enclosed</b>	X	vii.	<b>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</b>	X	viii.	<b>List of known SpLD pupils in school</b>	X
vi.	<b>SEN Development Plan (or equivalent) enclosed</b>	X								
vii.	<b>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</b>	X								
viii.	<b>List of known SpLD pupils in school</b>	X								

## 7. Staffing and Staff Development

Criterion 7	<p>7. a) Qualifications, date, awarding body and experience of all learning support staff:</p> <p><b>Antonia Rankine:</b>          BA Education and Music, Roehampton University          PGCE in Dyslexia, Roehampton University          BDA Level 5 – Special Learning Difficulties (Dyslexia)          CELTA – International House London</p>
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The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

**Mary Williams:**

BSc Biology, Exeter University  
BDA – Dyscalculia and Maths Difficulties  
Oral Language Modifier

**Tim Martin:**

BA (Hons) Sport Studies and Education  
PGCE  
Certificate in Psychology Testing and Access Arrangements (CPT3A)  
Dyslexia Action – Level 4 in Supporting Literacy in Learners with Dyslexia

Consultant's comments

Experience with different age groups

Staff have a range of qualifications and subject expertise as well as experience of different age groups in different settings including the boarding house. They can therefore work collaboratively to help and support young people in the demands of a senior school curriculum and life outside the classroom.

LSC 7.4

- c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

Yes.

Consultant's comments

## 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.

E is a warm and nurturing approach

For completion by consultants only: Parent Contacts:

Parents all spoke highly of the school and, in particular, its inclusive approach and time given by staff to achieve this. For many, this is what makes Kingham Hill School special. Their children were happy and some just love going to school. The school has dealt sensitively and successfully with those who have been school refusers and is good at dealing with anxious young people; there is a warm and nurturing approach.

Some parents spoke particularly highly of tutors and described the pastoral support as amazing. Pupils are accepted for who they are. The school more than meets the needs of their children, and parents were appreciative of the help received from The Greens staff. They are impressed by the small class sizes and confidence given to their children. Support is good in boarding houses too. Concerns raised with The Greens or with tutors or house parents, were dealt with quickly and efficiently; the school is proactive when things go wrong. Some mentioned weekly updates and case conferences

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with a range of appropriate staff including in some cases the health centre. There is much communication with parents and joined up thinking. Some noted improved independence in their children. Many spoke of the range of activities including Farm Club and how young people can achieve in so many areas and so feel part of the school. Examples were given of suggestions that a child take up a club/ new skill and how enriching this had become. There is a clear approach too to finding a sport which will suit each pupil and especially when team games are more challenging. Parents felt that the Christian ethos encouraged decent behaviour, irrespective of religious belief and were very appreciative of the fact that the headteacher ran a tight ship.

There was some concern raised by a number of parents that laptops were not encouraged in the classroom and that it was hard to print out work to stick in books; this creates another level of complexity for some. Another parent commented that their child successfully used a laptop all the time in the classroom. A number of parents also felt there was too much homework but did say that their children knew who to speak to when this was the case. Parents would definitely recommend the school to others and in many cases choose it for its SEND support.

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

The pupils were very grateful for the support they received in The Greens. They felt this helped them at the different stages from techniques when writing, to study skills /revision skills (which definitely help them, they said, to revise and cope with the exams) as they moved up the school. The Greens was somewhere they could turn to for support and they were appreciative of the care and warmth of the staff. They also felt they could learn from each other in this department. They are grateful too for just having time in this supportive place which allows them space to catch up with homework/classroom assignments.

Tutors are very helpful and lunchtime sessions in Maths and Science were very much appreciated. Houseparents can be a link to teachers if there are difficulties. All pupils felt they had made progress. They felt there was a good careers programme and a wide choice of subjects for sixth form. Some pupils felt that homework meant there was no time to relax in the evenings and there was a concern that the WiFi in the English department was poor: this was where you most wanted to type. Some pupils would appreciate worksheets electronically so that they could make more use of their laptop. Pupils were very pleased to have such a wide choice of activities on offer and for the fact that you could change these each term. Rock climbing, quiz club, Art club, conservation and board games were amongst those mentioned.

<b>Head's / Principal's signature confirming finitelyaccuracy of school's information (pre-visit):</b>		<b>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</b>	
Date:	Nick Seward		

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Please ensure:

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

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

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

# Report Summary

For completion by consultants only:

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

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	√
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 <a href="#">Joint Council for Qualifications guidelines</a> .	√
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	LSC
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	√
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	√
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√



# Report Summary

Summary of Report including whether acceptance is recommended:

Kingham Hill School is located in a magnificent setting where old and new buildings blend organically together. Boarding Houses are not far away in the grounds. All of this provides a wonderful backdrop in which SEND pupils can learn both inside and outside the classroom. The school has a caring but purposeful feel. It is clearly a place where these pupils will be supported and encouraged, and taught to believe in themselves. They will also be stretched; the school is clearly aspirational for all pupils including those with SEND.

## For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:

**Consultant's signature:**



Date:

21.10.19

**Chairman's signature:**



Date:

22.10.19