



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

Registration / Re-registration Application Form Category DSP – Dyslexia Specialist Provision

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

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the re-registration process 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.

Current Category? (re-reg only)	Dyslexia Specialist School	Change of Category? (re-reg only)	YES/NO	Category applied for (re-reg only)	Dyslexia Specialist School
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Contact Details	
Name of person completing form:	Mrs Jodie Grant
Tel:	01684 295136
Email:	grantj@bredonschool.co.uk

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:	Helen Fowler
Tel:	01684 293156
Email:	fowlerh@bredonschool.co.uk

Date of visit:	15-02-2023
Name of Consultant(s):	Ros McCarthy with Anne Cowley

School Details			
Name of school:	Bredon School		
Address of school:	Pull Court, Bushley, Tewkesbury, Glos, GL20 8AT		
Telephone:	01684 295136	Fax:	
Email:	enquiries@bredonschool.co.uk		
Website:	www.bredonschool.org		

Name and qualifications of Head/Principal, with title used:	
Name:	Mr Nicholas Oldham
Title (e.g. Principal):	Head Master
Head/Principal's telephone number if different from above:	
Qualifications:	
Awarding body:	
Consultant's comments	
<p>Mr. Oldham came to Bredon in 2018 with a vision to return academic rigour to the school, while maintaining focus on the individual. He is determined that all students will leave Bredon with GCSE passes in English and Maths and has programmes in place so that this is achieved. There is a wide range of subjects available, from the traditional academic subjects to the more unusual vocational or creative courses. A 'Cisco' route to IT qualifications is also available.</p> <p>Mr. Oldham has come to Bredon by an interesting educational route and he is keen to ensure that Bredon students can also benefit from an education that offers an interesting pathway through life and learning.</p>	

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:	
Name:	Jodie Grant
Title (e.g. SENCO):	Head of Learning Development
Telephone number if different from above:	
Qualifications:	BEd Primary Education (QTS), SpLD Level 5, CPT3A
Awarding body:	University of Gloucestershire, British Dyslexia Association, Real Training
Consultant's comments	
<p>Mrs. Grant is well qualified and has interests in the whole range of specific learning difficulties. She is a respected and influential member of the Senior Leadership Team as well as the SENCO Team. The INSET that she has overseen and given has been valued across the board and it seems that she knows how to listen as well as give advice. She also liaises with the SEND Governor and the Admissions Team.</p>	

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1. Background and General Information

1. a) Dep't of Education Registration No: 885/6023

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	85	63	7 - 18 years
	Girls:	40	31	7 - 18 years
Boarding:	Boys:	69	37	7 - 18 years
	Girls:	30	16	7 - 18 years
Overall total:		224	147	7 - 18 years

Consultant's comments

Numbers have increased since the last CReSTeD visit and it is hoped that they will increase further.

c) Class sizes – mainstream: Ranging from 1:3 to 1:13

Consultant's comments

The classes that were observed were smaller than this, and one of the two Head Boys is delighted that he has individual attention for one of his A levels. The school tries its best to ensure that subjects students want to study will be available to them.

d) Class sizes – learning support: No more than 1:3 (1:1 if stated in EHCP/statement)

Consultant's comments

This was as observed during the visit.

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

The last two inspections (2018 and 2022) have been mainly compliance reports, which found all standards met. The inspectorate commented that "Good behaviour is promoted, bullying is prevented as far as reasonably practicable, health and safety requirements are met..."

Pastoral care is very carefully organised for Boarders and Day Students. Boarding and House staff are not teachers, so are able to concentrate fully on their work in house. They also provide a different perspective on students and are important contact channels for parents and teaching staff. Boarders appreciated the range of activities available at weekends and all students who spoke to us felt that they had someone to talk to if they had any concerns, whether it be their tutor, the school counsellor or, as a student told us, one of the 'school' dogs.

Independent
Schools
only

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

Consultant's comments

As appropriate.

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- g) Please supply the following documentation:
- i. [Prospectus](#), ([Bredonian](#) [Bredonian 2022](#) including [staff list](#) [Staff List](#) **Please note English Teachers are highlighted in pink**) (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
 - ii. [Recent Inspection reports](#), please indicate copy enclosed or provide link to view reports via the internet
[Inspections](#)
 - iii. [Details of Fees and compulsory extras for SpLD pupils](#) (if applicable),
Bredon School Fees 2022/23
[Bredon Fee's 2022/23](#)
or provide link to view information via the internet

[Consultant's comments](#)

The website/prospectus is lively and gives an accurate flavour of life at Bredon. The full range of subjects and qualifications available is impressive.

The 'Focused Compliance and Educational Quality Inspectional Report (for Schools with Residential Provision)' carried out in September 2018 found all areas of Education to be 'excellent'. The recent inspection (March 22) was purely compliance. It found that all standards were met.

Fees and compulsory extras are as would be expected in a school where classes are small and attention individual.

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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

As a Dyslexia specialist Bredon treats all of its learners as individuals, empowering them to achieve to the very best of their ability.

Bredon School ensures that the individual flourishes and reaches their full academic potential by instilling a passion for learning through our broad and innovative curriculum, developing skills pupils will carry with them for life beyond the school gates.

Bredon School endeavours to remove the barriers to pupils' learning whilst enabling them to take ownership of their work. We believe that all students should be able to work with a level of independence and achieve successes they are able to be proud of.

Whilst we are empathetic to the difficulties our students face with their learning we are keen for them not to use it as an excuse to undersell themselves and their abilities. Students are encouraged to develop their interests and strengths in a way that supports and progresses their academic learning. Focus is put on the need to restore and grow confidence and self belief so that they are able to achieve success during their time at school.

We strive to provide and nurture a caring and compassionate environment and pride ourselves in the kindness and tolerance of the students. Bredon School understands and supports the importance of the wellbeing of all students and that this goes hand in hand with their academic achievements. The success of our students is not just centred on their examination results but also by ensuring that they are equipped with the skills needed to live a happy and successful life.

Consultant's comments

From observations on the day of the visit, the expectations from staff promoted encouragement for independent learning alongside targeted support. The happiness and confidence of the students, both academically and socially, was evident and the relationship between staff and students was good; a readiness in students to ask questions and talk about the subject being studied was a pleasure to see.

Criteria
1 & 2

b) Please indicate copy of the whole school **Staff Handbook** [Employee Handbook](#) (SH) enclosed

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

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- | | |
|----------------------------------------------------------------------------|---------------------------|
| i. Policy for SEN/SpLD SEND Policy 2022 | see SH/enclosed/see below |
| ii. Support for policy from Senior Management Team | see SH/enclosed/see below |
| iii. Support for policy from governors | see SH/enclosed/see below |
| iv. Admissions Policy/Selection Criteria Admissions Policy | see SH/enclosed/see below |
| v. Identification and assessment | see SH/enclosed/see below |

Consultant's comments

The Employee Handbook provides guidance on all necessary areas.

The SEND Policy is detailed and gives a clear picture of the key responsibilities of SEND staff as well as Admissions, Identification, Assessment, Provision and Review. It is an excellent guide to all aspects of the Department within the school and includes information regarding links with the SMT and Governors. The centrality of the SLS within the school is evident.

The Admissions Policy is also very clear in the requirements Bredon requests before a student is accepted, as well as the admission process. Bredon's 'taster experiences' involve a 3-day visit for day pupils and a 5-day (and night) visit for prospective boarders.

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Criterion 4

- d) Give specific examples of the whole school response to SpLD
Bredon School has a diverse curriculum with a good balance of academic and co curricular learning. All lessons are expected to embed dyslexic friendly teaching throughout - including chunking, overlearning and additional processing time in order to allow pupils to be able to access. Multisensory approaches are used when delivering information and wherever possible and appropriate extensive possibilities of outdoor learning are utilised. English and Maths have five timetabled lessons each week.

Pupils are grouped in accordance to their level of understanding not their literacy ability. This ensures that they are not under stimulated and there is a suitable level of challenge. Teachers are experienced in working with SpLD pupils and regular SEN updates and training are provided.

Training provided this year:

September 2022 INSET: Annual Review process and teachers response; SALT (check with Sophie); Use of Read Write Online within the Classroom

January 2023 INSET: Introduction to Developmental Language Disorder - to be followed up with Moorhouse DLD Webinar training (to be completed by April 2023)

January 2023: PATOSS Teaching Students with Dyslexia (Level 2 and 3). To be completed by the English department (4 teachers) and Head of Academics in the first instance.

Day to day advice and guidance is also available to all staff with an open door policy from the SEN department. Teachers are welcomed to approach the Head of Learning Development; SENCOS, SLS teachers, Speech and Language therapist and the Occupational therapist for further support as and when required.

All students are encouraged to explore alternative ways of recording information. Teaching Assistants are trained to a competent level in the use of assistive technologies and will highlight opportunities within the classroom when they could be used. Pupils who receive SLS lessons are trained in the use of Read Write Online. SLS teachers will attend timetables lessons and team teach with the subject teachers to develop the use of IT in lessons. Each subject department within school has a bank of Chromebooks which are available for all students to use. The SEN department and the resource of x10 C-Pens which can be borrowed by subject departments on request.

Consultant's comments

All staff (not only teachers) are included in training regarding specific learning difficulties and how this may affect their practice. There is also an awareness in mainstream that structured and multi-sensory teaching benefits all students, not only those with specific differences.

Teachers expressed an interest in networking with other schools regarding good practice in subject-specific techniques for students with SpLD.

- e) Number of statemented / EHCP pupils: **90 Pupils**

Consultant's comments

This involves around 27 Local Authorities, each with a different set of paperwork. Annual Review paperwork is carefully completed.

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Independent
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- f) Types of statemented / EHCP needs accepted: ***Dyslexic, Dyscalculia, Developmental Language Disorder, Dyspraxia***

Consultant's comments

Bredon wishes to make clear its status as a school for students who have a specific learning difficulty/difference rather than a global difficulty, so the list of accepted needs is a little tighter than previously.

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:

Admissions Policy

Consultant's comments

Parents and prospective students are invited to Open Days to consider whether the school would be a good placement for their children.

There is subsequently a requirement that paperwork for prospective students with a known learning need should be provided, and reports are also requested from previous schools, which may also be contacted by Mrs. Grant.

Teachers, tutors and the SENCO and Admissions Team who meet students over the 3- or 5-day taster visit have time to evaluate and discuss the needs of prospective students.

The Admissions Team and other key staff meet the Head to discuss admissions on the Monday following taster days.

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

Students with SpLD have usually been identified prior to admission. However, in times of uncertainty parents are invited and supported by the SEN team. Meetings are arranged on request and families are signposted to the appropriate support required.

When teachers have concerns about individual pupils they will approach and discuss with the SENCOs/Head of Learning Development. Appropriate screening would be carried out, parents are fully informed throughout.

If the concern comes from parents, the SENCO/Head of Learning Development would gather information from the subject/specialist teachers and feedback with advice for next steps.

Consultant's comments

There is a culture of liaison between mainstream staff and the SENCO team, and the small classes and individual level of attention ensure that students' needs are recorded and met, wherever this is possible.

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

We do not have the facilities to provide full assessments on site. Our Speech and Language therapists and Occupational therapist will make an initial assessment of a student's needs on request and will make recommendations on whether further investigation is required.

We have a range of Educational Psychologists and Specialist Teachers who we have developed strong working relationships with and will signpost parents accordingly. We offer significant support for families pursuing further advice from professionals and welcome them into school on a regular basis.

Consultant's comments

Such close liaison with assessors is important and benefits all concerned.

4. Teaching and Learning

4. a) How is the week organised?

There are 33 lessons a week which are split across five days - there are 7 lessons in a day Monday to Thursday and five lessons on a Friday. The school day begins at 8.30am and finishes at 4.25pm (3.15m on Fridays).

Each day starts with 20 minute registration and tutor time. This is used for tutors to check in with the pupils in their tutor groups, cover pastoral issues and inform students of upcoming events, including changes to the ordinary timetable. There is a five minute tutor time each day after lunch. Tutors are required to register their tutor group at this time. There is a 15 minute tutor time on Friday afternoon before home time (3pm - 3.15pm), this is a time that students are encouraged to feedback the positives of the week and discuss any concerns with the aim to head into the weekend with limited worries about school. Timetabled lessons are 50 minutes long.

The aim is that more academic lessons are timetabled to take place in the morning and sport/outdoor education and activity based lessons are in the afternoons. This is not always possible due to the restrictions of a timetable.

This year an additional English and Mathematics lesson has been added to the weekly timetable for Key Stage 3 - meaning there are 5 lessons each week.

Additional provision is embedded into an individual's timetable with the aim to cause minimal disruption. SLS lessons are timetabled in place of non core subjects and are the same for the entire year. SALT and OT work on a rolling timetable which changes every half term. This is so that the time away from a lesson is minimal.

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All senior school students attend one weekly PSHE lesson. There is a whole school celebration assembly held each Friday morning in the sports hall. House assemblies are held every Wednesday morning.

The Junior School comprises 33 lessons a week, morning lessons are 40 minutes long, when the more academic subjects are timetables. In the afternoons lessons are 50 minutes long, in line with the Senior School timings. This enables students to access the more practical based lessons, led by specialist teaching staff. All children in the Junior school attend a Farm lesson weekly and Forest School lessons, led by a qualified Forest School leader. The Junior School children go offsite for a weekly Swimming lesson and horse riding lesson.

The Junior School attends the same assemblies as the Senior school students, one whole school and one house assembly weekly. Within the Junior School, all children are taught all subjects on the KS2 curriculum.

All children in the Junior school are able to access SLS lessons, SALT and OT provision, as appropriate and this is included on their weekly timetables.

There has been a recent reintroduction of 'Move It Monday' following feedback from a whole school pupil survey. This is a session timetabled during tutor time on Monday mornings which is dedicated to extracurricular activities. This includes various activities (suggested by staff and students) such as dog walking and yoga for example. Pupils will be encouraged to choose an activity of their liking for 20 minutes before formal lessons begin.

Consultant's comments

Careful thought has gone into lesson length and placement. The emphasis on Maths and English is reflected in the increased lesson time for these key subjects in Key Stage 3.

It is also important that SLS lessons are included, as they are, within the timetable.

Although 50-minute lessons might sound long, the lessons attended were broken into different activities and ways of learning (ie games/discussion in pairs or groups/recording ideas/ plenary sessions, sometimes moving around during these activities).

The time with tutors allows for rapport to develop.

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

Year 7 - core subjects only

Year 8 - core subjects and humanities

Year 9 - 13 - all subjects - as appropriate

Students and parents are provided with a prep timetable at the start of the academic year to inform them of the days when prep is set and when it is due. All students are provided with Prep Diaries where they are encouraged to record their tasks when set. Teachers also have Google Classrooms for most classes. Work can be set on here and teachers are able to give feedback as required.

It is the responsibility of the Heads of Department to monitor the prep that is being set and the appropriateness of the tasks. The amount of prep will depend on the age and ability of each student. On rare occasions, students have been exempted from completing prep at home due to the anxiety it can create. In these

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cases individual arrangements are made where the students are given the opportunity to complete prep in school; this can be during SLS (with the agreement from parents) or during their lunch break. The staff from the SEN team often provide additional support for students and will help with the understanding of homework tasks. This is organised through discussion with students, subject teachers and parents.

Homework is not compulsory in the Junior School, however if parent's request additional work, the teachers will set appropriate tasks for students to complete at home.

Consultant's comments

One parent made the comment that she would welcome seeing more of her child's workbooks, which was something the SENCO team had discussed, and which can be easily organised.

There is an understanding of the anxiety that homework can engender and a flexible approach to how it is done.

Criterion
3 & 4

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

Pupil Passports are produced for all students on the SEN register and distributed in order for all Bredon School staff's attention. Passports detail the main barriers to students learning as well as the strategies that individuals find useful within the classroom setting. The passports will also record qualitative data such as CAT scores, reading and spelling data, SEN provisions and SAA arrangements.

All teaching staff have regular updates with regards to SEN and are encouraged to engage with the SEN team. There has been significant investment in the up-skilling of staff with the implementation of Moorhouse DLD training. The English department has recently enrolled on the PATOSS Teaching Students with Dyslexia Level 2 (Jan 2023) with the aim to complete the Level 3 by July 2023.

Heads of Department are responsible for the collation of schemes of work which are finalised prior to the start of a new term. Within this documentation teachers are required to detail the adjustments that are made to teaching in order to allow all pupils to access the learning.

A team of seven teaching assistants work across the school in order to support students with significant barriers to learning. The expectation of TA support is to enable pupils to work at an independent level where possible. TAs will encourage the use of assistive technology and work closely with class teachers to ensure that all available resources are utilised.

Regular Learning Walks are conducted by SMT where good practice and areas for development are noted and addressed with identified teachers. The Head of English, Head of Learning Development and Head of Academics have devised a 'Literacy across the Curriculum' policy which outlines the expectations of lessons to all teaching staff.

Consultant's comments

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Lessons were differentiated effectively, and literacy support played a part of mainstream lessons and was sensitively handled, as it was in SLS lessons. TA's were instrumental in keeping students on task and able to access all aspects of the lessons, without disabling independent learning.

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

Students on the SEN register have Pupil Passports which are updated twice yearly (September and March/April). Although updates can be made throughout the year as required. These passports are written and reviewed by students and teachers during SLS lessons (or the SENCOs for students not receiving additional support). Discussion and input from pupils and parents is encouraged. Passports have a second page for those students with an EHCP/Statement, detailing the specific OUTCOMES from the documentation.

Passports are saved on the Shared Drive and all adults working in school are signposted to where they are. All staff are notified if updates are made.

Please indicate **two examples** enclosed

Consultant's comments

The Pupil Passports are useful documents for all teachers and ancillary staff. Some examined were lacking data regarding literacy or numeracy levels and progress, but this will be addressed.

- e) Records and record keeping:

Students that are on the SEN register have a Yellow file (hard copy) which is kept in the SEN Admin office in Garden Cottage. These students will also have an electronic file on the Shared Drive for their SEN documentation - this is where professional reports, annual reviews and communication with parents and LA (where appropriate) are kept. This area is only able to be accessed by select members of staff (Head of Learning Development, SENCOs and admin). Students on the SEN register will have a second file on the Shared Drive which contains a copy of their latest EHCP, pupil passport and any other information which all staff would benefit from being aware of. All teaching staff have access to this area.

Staff are encouraged to keep the printing of information about students to a minimum to help maintain confidentiality.

The SLS teachers have individual Short Term Outcomes for all pupils that they teach. These are generated by discussion with the pupils/subject teachers, baseline assessment and (where appropriate) in relation to an individual's EHCP/statement. Short term outcomes are reviewed regularly during SLS lessons in collaboration with the pupil.

Consultant's comments

The differentiation of level of information is a sensible approach to data protection and the level of information available to staff is useful. Tracking progress is an area that is under review.

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Criterion 3 f) For comment by consultants only: Review history of provision made for two pupils.

The students whose provision was examined had EHCPs, as do the majority of students who have support for learning. The student's voice was clear in the passport and provision recommended was appropriate and in accordance with the EHCP.

Evidence of progress would be useful.

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 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	23	23	100	8		
SpLD Pupils	17	17	100	8		

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	39	65	28	81	41	3	66
SpLD Pupils	32	68	25	59	36	5	58

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	0						
SpLD Pupils	0						

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

Every Pupil in Y 7 sits CATs in September. They are then retested in Y9. Any pupils joining the school between these years are tested the next September following entry. These are used to predict GCSE results. Pupils generally achieve at or above the predicted level. KS3 are tested once a year on their Spelling and Reading comprehension. The scores are collected and recorded on the Q Drive. Teachers are able to access this information to inform their planning. All KS3 pupils who receive additional Learning Support are tested twice yearly to inform planning, monitoring progress and support target setting in lessons. These highlighted pupils are also tested on their basic maths skills twice yearly. All KS2 pupils are tested twice yearly on their spelling and reading comprehension and accuracy.

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In Y10, 11, 12 and 13 many of our pupils take a CISCO course which gives them an industry accreditation in networking. If students chose this course up to 2 of their option blocks are taken up lowering the number of GCSEs/BTECS they take. Another option in KS4 is for pupils to select SLS which means they take one less GCSE/BTEC.

Consultant's comments

For last year's students with an SpLD to gain 68% of their GCSEs at grades A-C is quite an achievement. Given the difficulties with which some students arrived, results are commendable.

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

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

All pupils have access to Chromebook in lessons. Students' individual logins have access rights to Read Write Online and are encouraged to use these when required. All subject teachers receive regular training/refresher courses on how to utilise this programme in lessons.

Resources are provided on buff paper and dyslexic friendly text should be used throughout school and tasks are differentiated to make appropriate for students ability and learning needs. Teachers are encouraged to change the background of their interactive whiteboards and the use of BLACK whiteboard pens are discouraged.

Concrete resources are encouraged and all students are able to 'do' where possible. Staff will utilise the grounds that we have at our fingertips and very often you will see classes of pupils out and about learning.

Task management boards are used in lessons in order to chunk work into more manageable parts.

Timers are used by teachers in order to give students a visual.

We have an SLS teacher who previously worked with the Complex Communication Needs team and is experienced in the use of Zones of Regulation which is delivered to identified students as part of their additional provision. She has recently introduced Lego Therapy for pupils with Communication and Interaction Needs.

We have x2 qualified Speech and Language Therapists on site throughout the week and an qualified Occupational Therapist on site x2 days per week. Their role in school is not just to provide additional provision for students but also to provide all teaching staff with knowledge and support working with specific pupils. There have been two inputs from the SALT to the whole teaching staff this year - September and January.

Staff are currently undergoing training from Moorhouse School on Developmental Language Disorder. School has bought a training package which provides seven Webinars covering the fundamentals of DLD, its impact in the classroom and teaching strategies which best support.

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Consultant's comments

A good range of resources were observed in Garden Cottage and in teaching rooms.

Criterion 5.2

b) ICT:

All subject departments have a bank of Chromebooks in their area enabling students to have access to them during lessons. Some students prefer to use their own Chromebooks in lessons and are welcome to bring them into school. Students login allows them access to Read Write Online. When requested and as part of CPD, SLS teachers will attend subject lessons in order to develop the use of RWO independently.

All students have timetabled ICT lessons in Years 7, 8 and 9. Please see a copy of the curriculum overview.

[KS3 CurriculumOverview](#)

The SEN department has a bank of C-Pens which can be borrowed by subject teachers or individual students to support them in lessons.

Teachers are encouraged to provide electronic copies of work for students to access - this is provided through Google Classroom.

Consultant's comments

Chrome books are fully integrated into lessons and the voice to text as well as text to voice programs were used by junior school pupils as well as senior. ICT is a part of students' normal way of working.

Criterion 5.3

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

All Year 9 pupils are assessed for SAAs. This process commences in the Summer term and is completed in Year 10 in preparation for examinations.

All subject teachers are called upon to give evidence from their classroom setting on the students 'usual way of working', this is then collated and the students identified to require special access arrangements are within drawn from their time table throughout January and February in order for the appropriate assessments to be completed. A Form 8 (or the school equivalent for students with EHCPs/statements) are completed by the member of staff that has completed the assessment. It is then the job of the Special Access Coordinator to apply for the SAAs through the online JCQ application portal.

The Exams Officer has a secure office on site where all Form 8 and evidence is kept. This information can be provided when requested.

The SAA Coordinator is supported by two other members of the SEN team in order to complete the assessment and required paperwork in order to award the correct and appropriate access arrangements.

SAA Coordinator - Jessica Scanlon CPT3A (pending)

Jodie Grant - CPT3A (awarded March 2020)

Lesley Jones - SpLD Level 7 (January 2019)

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.

The three members of staff responsible for SAAs attend an annual refresher course JCQ General Regulations relating to Access Arrangements 22/23 which is usually held in September each year.

Consultant's comments

There is full understanding and use of reasonable adjustments in examinations and the best arrangement is sought for each student.

Criterion 5.4

d) Library:

The decision was made by SMT at the end of the last academic year to disband the school library. It was felt that the text stocked was outdated and not suitable for dyslexic readers. Head of Learning Development and SENCO are currently exploring books schemes such as Barrington Stokes and Books for Bugs in order to restock and reintroduce the library into school.

Garden Cottage has a small but well stocked library. The books in this area have been organised into levels and are used in collaboration with the Accelerated Reader programme of study. SLS teachers will also use the books in their teaching.

Students are encouraged to borrow books from the library and are welcome to take them away and read them at their leisure.

There is also a small but well stocked Library in the Junior School, with a selection of non-fiction and fiction books. There are also sets of books to enable guided reading sessions to take place, when and if appropriate. The books are organised in line with the Accelerated reader levels.

Consultant's comments

Mrs. Grant and the SENCO Team are currently revising the decision to disband the school library and are considering the choice of books that should be made available in a new, comfortable library.

Accelerated Reader is a useful program for students.

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.

6. Details of Learning Support Provision

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

The Learning Support Department at Bredon School is at the heart of the school both in its proximity as well as its status. The main teaching area is known as Garden Cottage where there are four teaching rooms plus the office for the head of Learning Development and SENCOs and the SEN admin office. There is also a larger teaching classroom located next to Garden Cottage which is exclusively used for teaching SLS lessons. There are two further teaching areas - the OT Cabin is situated behind Garden Cottage which is used on Tuesdays and Wednesdays for OT and is an available space for teaching if required and the SALT room which is a short distance away where Social Skill groups and 1:1 Speech therapy is delivered. This area is also designated as The Hub, a space for students to go during break and lunch times if they require a calm and supportive environment during unstructured time. The Hub is supervised during break and lunch by a member of staff and offers students a range of interactive activities or simply a quieter place to go for more vulnerable students.

Bredon School provides learning support for pupils across a range of formats from targeted small groups and 1:1 sessions to in-class assistance. With highly qualified and experienced staff our aim is to ensure that all pupils achieve their full potential regardless of any difficulties they may face. Teaching staff, together with our dedicated Learning Support team, are able to help pupils with dyslexia across the ability range. We strongly believe that all pupils should engage in a full curriculum; however, those with specific learning difficulties such as dyslexia may withdraw from non-core subjects enabling them to focus on identified areas of difficulty such as reading, writing and maths. Study skills and revision techniques are also focused upon as pupils approach examination periods.

The additional provision available provides ideal opportunities for pupils to experience successes with the view to increase self esteem and confidence which can be transferred into other areas of their learning.

The SEN team is always on hand to offer support and advice for subject teachers to ensure a seamless relationship.

The SENCO is part of the Safeguarding team ensuring that there is an obvious and consistent link between the SEN and Pastoral teams. Information is shared on a regular basis to maintain a secure wellbeing for all students.

Consultant's comments

The SLS team is central to the understanding of students' needs and the way in which those needs are accommodated. They not only disseminate information but help teachers to develop skills that allow students to fulfil their potential.

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.

b) Organisation of the Learning Centre or equivalent:

The SEN team has 14 members of staff working in the senior school plus 7 teaching assistants. The Junior School has 3 members of staff who deliver SLS lessons and a dedicated Junior School SENCO.

SLS lessons are assigned either through detailed provision from EHCPs/statements or following a discussion between school and home.

The Junior School has two staff with the Level 5 SpLD qualification and they deliver the majority of the SLS lessons for KS2. This enables more effective communication and members of staff who have a great understanding of the Junior School pupils.

In KS3 pupils are taken from non-core subjects for weekly lessons. These lessons are static on a students timetable and remain the same throughout the year. The SEN team strives to ensure pupils are not removed from their favourite subjects and cause minimal impact on their learning.

KS4 students have the option to select SLS as one of their option blocks - this is through discussion with SENCOs, subject teachers and parents to ensure it is the correct decision for the individual. If a student does not want to choose SLS as an option then it is with the understanding that they will need to attend SLS lessons during PE/sport lessons or during their x1 weekly 'activity' lesson.

KS5 students tend to have study periods on their timetable and SLS lessons are added to these spaces so as not to impact on their courses.

SALT sessions follow a rolling timetable and are changed every half term so impact on a specific lesson/subject is minimal.

OT sessions are timetabled weekly and discussion with the therapist and subject teachers is regular to avoid too much disruption. The OT works closely with our OT coordinator who is a TA in the senior school to ensure that communication is clear and constructive throughout the year.

The resources available in the department are stored in the kitchen area and can be accessed by all SLS teachers.

We have a number of online platform subscriptions which are used to support lessons including Accelerated Reader, Star Maths, Rollama, Wordshark and Widget. SLS staff also have access to Twinkl SEND resources - although are encouraged to adapt these to ensure relevance. We also have a Read Write Online subscription which all pupils and staff members have access to through their Google login.

Consultant's comments

The system in place allows a degree of flexibility in timetabling, which must however, still be a challenging task.

It is a great advantage to have SALT as well as OT specialists available in school, not only for the students they work with but for the teachers they are able to advise.

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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?

The Head of Department (Head of Learning Development) has been in the role since September 2022. Previous to this she has been in the position of senior school SENCO for 6 years.

The Head of Learning Development is part of SMT and attends weekly meetings where strategic decisions regarding the running of the school are made. Head of Learning Development works closely with the Head of Academics. Other responsibilities include attending weekly Admission meetings.

The Head of Learning Development is supported by Junior School SENCO who works x3 days a week. There is currently a vacancy in the team for a full time senior school SENCO - the recruitment process for this role is pending.

Consultant's comments

Mrs. Grant's active input to curriculum design and delivery in SLT meetings is valued and as noted above, she also works closely with Admissions and other areas of school such as the Head of Boarding. Mrs Grant has drafted a policy for 'Embedding Literacy Across the Curriculum' that brings together key points to ensure collaboration regarding teaching and learning and will be valuable. The senior school SENCO is now in place and the SEN Development Plan is working well.

- d) Supporting documentation, please indicate enclosed:
- vi. **SEN Development Plan (or equivalent) enclosed**
 - vii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff [SLS Timetables](#)**
 - viii. **List of known SpLD pupils in school [Additional Needs Register](#)**

7. Staffing and Staff Development

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

[SLS Staff Qualification list](#)

Consultant's comments

SLS staff, TAs as well as teachers, are well qualified and have a range of specialisms, including dyscalculia, dyspraxia, speech and language difficulty, mental health and of course, dyslexia.

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.)

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

We have x2 English teachers who have their Level 3 SpLD Award from the BDA.

All of our English teachers have recently embarked on the PATOSS Understanding and Supporting Learners with Dyslexia Level 2. With the aim to complete the Level 3 aspects on completion. This hope is that all English teachers will have completed Level 3 by July 2023. The English teachers also have full access to the Moorhouse DLD webinar training. with the expectation that they will have completed all 7 webinars by May 2023.

Consultant's comments

Of the 47 teachers who were working towards a Level 2 BDA qualification in 2018, 18 of those remain on the staff (and are qualified). Two of the English staff went on to gain the BDA Level 3 qualification and all English teachers are doing the Patoss course as well as the DLD training. They have also attended INSET given by the SLS Department and valued the INSET given by the school SALT staff as it was specific to students they knew,

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?

All lessons observed demonstrated knowledge, understanding and appropriate teaching strategies for their pupils.

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:

Six parents were contacted. All were happy and felt that Bredon had changed their children's lives for the better. One had some reservations but still made the following comments, "Academically making amazing progress, now has a different attitude to learning. Confidence is now better. IT good, 1-1 good and enjoyed."

Other parents echoed the comment regarding confidence, and one commented about her older child who was at Bredon and is now at university, "First school he attended completely failed him; Bredon was the best decision we ever made, from the day we dropped him off, he didn't look back. Now at university and has exceeded his own expectations."

Her second son is now at Bredon and had some constructive criticisms that he emailed to the Head, who called him straight in and listened to him then acted on his suggestions, "His voice mattered."

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.

Another parent commented, "She absolutely loves it- wants to go there during the holidays! I couldn't imagine her thriving somewhere else- she gets the attention at Bredon.
From another parent, "I'd like to go there! Fantastic hands-on teaching. Previously not engaging in lessons- in a class of 40 it wasn't possible. The whole ethos of the school (Bredon) – how they teach people is fantastic."
All commented that communication with and from the school is outstanding, with half-termly and termly reports- "Really like the half-termly reports, a lovely way of guiding them." All said that if they needed to talk to someone and left a message, a reply would be almost immediate, and that sometimes (on trips for example) reassuring messages were received without having been initiated by parents.
Flexibility regarding subjects was also praised, "If he wanted to do Chinese, they'd bring in a tutor!"
The reservations voiced by one parent were that it should be easier to see children's workbooks to see progress for herself (this is being taken up), and that she would like more parental involvement; although there is not an organisation called 'PTA', there is the 'Friends of Bredon', which fulfils the same function.

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

Seven students came to talk to us, 3 girls and 4 boys ranging from Year 7 to Year 13. There was a mix of Boarders (3) and Day students (4) and most if not all had been at Bredon for 2 years or more- one was a fairly recent arrival. All agreed that Bredon was "much better" than their previous schools, mainly because of the teaching style: "Interactive- keeps attention more", "Better at explaining things- more friendly", "Was horrific before", "Was in the bottom sets, now I'm in the top", "I was never able to do fractions before, now I'm in the top set for Maths!"

The recently joined boarder mentioned, "Love the Common Room- get to know people-has helped my independence." Boarders also praised the weekend activities when there was always lots to do and they were never bored. All felt that there was someone they would talk to if they felt stressed or were being 'picked on'. Tutors, the School Counsellor (and the dogs help!) were there for them and had been used.

One year 11 student was contemplating moving on for 6th Form (a bigger pool of friends, more independence) but he also noted that "I know the door will always be open for me here". No school could ask for a greater recommendation.

As well as this wonderfully articulate and confident group, we talked to the two Year 13 students who showed us around and who spoke with enthusiasm, and again confidence, about their achievements and ambitions thanks to Bredon. Those who chatted to us in lessons were also keen to tell us how well they knew they were doing.

The only suggestions that the group made involved girls' games opportunities (and portion control in boarders' suppers), but these have already been raised in the student council and the food committee (where they also have a voice) and are already under active consideration.

It was a great pleasure to meet and listen to these confident and positive young people.

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

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

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
Signature seen.			
Date:	31.01.2023	Date:	

Please ensure:

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

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

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years, including Reading Ages, Spelling Scores, etc.
- 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 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:

Bredon is fully recommended for acceptance. It is a school that does not sit on its laurels but is proactive in improving provision and standards (academic as well as personal) for all students. The students' work we saw around school was impressive- the Art Department should have a special mention- as was the setting of the school and the opportunities available for outdoor activities (including the farm). These are very special.

The staff and students we met were committed and positive. Not only are teaching staff involved in courses and INSET to develop their knowledge of students' learning needs, but so are all staff, whether they work in the kitchens, the grounds or elsewhere.

The range of subjects and opportunities (particularly considering the small number of students) is extraordinary, and the effort to allow students to follow courses they feel will be of benefit is impressive. They really do try their hardest to "unlock the gifts" in students, as the Head commented.

Recommended for either Registration / Re registration:

YES

NO

Consultant to tick relevant box

✓

For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:

Consultant's signature:

Chairman's signature:

RAM Long

Date: 20/02/23

Date: