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Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

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

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.*

Current Category? <i>(re-reg only)</i>	LSC	Change of Category? <i>(re-reg only)</i>	NO	Category applied for <i>(re-reg only)</i>	LSC
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Contact Details

Name of person completing form:

Katie Harper

Tel:

01580 211273

Email:

kharper@bethanyschool.org.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:

As above

Tel:

Email:

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Date of visit: 1/02/2023

Name of Consultant(s): Anita Laws

School Details

Name of school: Bethany School

Address of school: Jarvis Lane, Curtisden Green, Goudhurst, Kent, TN17 1LB

Telephone: 01580 211273 Fax: 01580 211151

Email: schooloffice@bethanyschool.org.uk

Website: www.bethanyschool.org.uk

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

Name: Mr Francie Healy

Title (e.g. Principal): Headmaster

Head/Principal's telephone number if different from above:

Qualifications: Level 7 Certificate in Executive Coaching and Mentoring awarded in November 2018.
National Professional Qualification for Headship (NPQH) awarded in 2007.
Higher Diploma in Education (H Dip Ed) awarded in 1989.
2.1 (Hons) Degree in Applied Sciences awarded in 1986.

Awarding body: Institute of Leadership and Management (ILM)
National College for Leadership
University College Dublin (UCD)
Trinity College Dublin (TCD)

Consultant's comments

Mr Healy joined the staff at Bethany School in 1989. He is an experienced leader and since his promotion to Head Teacher has been responsible for the re-structuring of the senior leadership team and the continued development of the site to improve the facilities available for its pupils.

Mr Healy is committed to providing an all-round education which unlocks the potential of its pupils.

He is proud of the diversity within the school and values the individuality of its pupils. He and his staff are frequently elated by the successes of pupils who often come to the school deflated and with low self-esteem as a result of previous experiences in other schools.

The Head Teacher is highly supportive of the work of the Learning Success Department and regards CReSTeD accreditation as a way by which the work that is achieved in school is externally verified.

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

Name: Katie Harper

Title (e.g. SENCO): SENDCo/ Head of Learning Success / entrance Assessments / Exam Access Arrangements

Telephone number if different from above:

Qualifications: 2.1 BSc (Hons) Degree in Geography with Heritage Conservation
QTS via Graduate Teacher Award

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	PGC in SpLD National SENCo Award 2/3 MA in Enabling Learning
Awarding body:	Canterbury Christ Church University

Consultant's comments

Mrs Harper is Head of Learning Success and SENCo for the school. She has considerable experience of the leadership and management of SEND, having worked as SENCo in her previous setting before taking on the Head of Department role when she joined the staff at Bethany School in 2011.

While she is well qualified for this role, her knowledge and understanding of neurodiversity and the implications for teaching to ensure the success of learners with diverse needs has been developed as a result of her first-hand experience in implementing techniques and strategies over many years.

This places her in an excellent position to lead, support and motivate her colleagues both within the main school and those with whom she works in the learning unit.

1. Background and General Information

1. a)	Dep't of Education Registration No.:	886/6036			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	185	94	11-18
		Girls:	103	39	11-18
	Boarding:	Boys:	49	12	11-18
		Girls:	11	4	11-18
	Overall total:		348	149	

Consultant's comments

While the number of pupils on roll has increased from 323 to 348 since the last ISI Regulatory Compliance Inspection in 2019, the number of pupils identified as requiring additional support for SpLD has remained constant.

c)	Class sizes – mainstream:	15 to 18 in Year 7-9, 5 - 18 in Years 10 and 11, 2 – 12 in Years 12 and 13
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Consultant's comments

The number of pupils within the classes observed during the visit varied from 4-15.

Within these small classes there was a relaxed, yet purposeful atmosphere. Staff demonstrated a good understanding of the range of needs within lessons and pupils were focused on their learning.

d)	Class sizes – learning support:	6 or less
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Consultant's comments

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Class sizes within learning support are planned to allow for group activities and to encourage collaboration between pupils. The smaller number of pupils allows staff to monitor pupils extremely well and to provide individual support within lessons where necessary.

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

The last ISI Regulatory Compliance Inspection took place in January 2019.

In the section relating to the Welfare, Health & Safety of Pupils, the report states:

“Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance.”

“Good behaviour is promoted.”

“Bullying is prevented so far as reasonably practicable.”

“Pupils are properly supervised.”

Prior to this, the 2016 ISI Integrated Inspection report graded the contribution of arrangements for pastoral care as excellent.

“Staff throughout the school know pupils extremely well and they provide them with a high level of individual support, in line with the school’s aims.”

“A clear and logical structure is in place to support the care of pupils, and tutor teams work effectively.”

These views were reinforced during the visit. All pupils appeared to be happy and confident.

Behaviour in lessons and around the school in unstructured times was observed to be good.

In relation to pupils receiving additional learning support, all pupils spoken to during the visit agreed that they feel well supported both academically and emotionally.

They appreciate the benefits of being in small classes and were confident that their teachers had a good understanding of their strengths and areas of relative weakness.

They generally found lessons to be interesting and fun. They communicated that they had good relationships with staff. Several stated that “the teachers are great- they all want to help.!!” This resulted in them feeling able to approach staff if they have any concerns or need help with their work.

They enjoy being at the school and consider it to be happy place where they are valued and respected.

Independent
Schools
only

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

SoH BSA

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Consultant's comments

- g Please supply the following documentation:
- i. Prospectus - <https://info.bethanyschool.org.uk/schoolinformation> See Link
 - ii. Recent Inspection reports - <https://www.bethanyschool.org.uk/policies/> See Link
 - iii. Details of Fees and compulsory extras for SpLD pupils - <https://info.bethanyschool.org.uk/schoolinformation> See Link

Consultant's comments

All required documents were presented in advance of the visit and are readily available on the school's website.

The last three ISI inspection reports are clearly identified.

The last CReSTeD report is not on the website.
The inclusion of this report would be helpful to parents and prospective parents of pupils with SpLD.

Information provided to parents about school fees and additional costs for additional support are comprehensive.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

BETHANY SCHOOL VISION AND STRATEGY EDUCATION FOR LIFE IN A CHANGING WORLD

Bethany is a school which is:

- Providing an innovative and creative education relevant to the 21st century.
- Encouraging the virtue of learning in young people delivering 21st century learning habits.
- Living our Christian values through excellent pastoral care.
- Flourishing and Investing in the future.
- Working towards being sustainable in all respects.

Implementing the Vision

Providing an innovative and creative education relevant to the 21st Century.

1. Provide each pupil with a tailored, innovative and relevant education within a caring community

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2. Enable each pupil to maximise their abilities and achieve their personal objectives – academic, artistic, sporting or excellence in other fields
 - Value Added score raised to 90th Percentile
 - Academic Achievement has been raised to 90% A*-C A level and 85% A*-C or 9-4 GCSE
3. All pupils, including the more able, are appropriately challenged
4. As far as possible, Information Technology is used to maximum effect in teaching and administration
5. Investment in the estate and infrastructure is geared to the advancement of the curriculum

Encouraging the Virtue of Learning in young people delivering 21st Century learning habits.

1. Provide all pupils with an education that enhances future skills development and thereby maximising their employability
2. Provide an outdoor learning education that delivers Teamwork, Leadership and Confidence skills for all pupils
3. A School where staff are supported, appraised, developed and enjoy working
4. To focus on excellent outcomes for Pupil Achievement and for Pupil Personal Development

Living our Christian values through excellent pastoral care.

1. Provide each pupil with an ambitious yet nurturing education through excellent tutoring
2. Provide the highest quality of boarding care
3. Provide first rate day and boarding facilities
4. Provide a safe and secure environment for pupils to live and work
5. Provide an environment where each pupil's spiritual, moral and cultural needs are embraced

Flourishing and Investing in the future

1. Short term stability and long term growth in pupil numbers
 - 360 by 2023
 - 400 by 2026 of which 110 are weekly or full boarders with an interim target of 90 by Sept 2023
2. To plan and undertake friend raising and fundraising activities to help further develop the School and its contribution to the wider community including its charitable obligations
3. To raise the profile of the School for past, present and future stakeholders
4. Maximise the School's income from all sources of revenue
 - Target for annual surplus
 - Target for working surplus

Working towards being sustainable in all respects.

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Consultant's comments

Bethany School is an independent day and boarding school for boys and girls aged from 11 to 19 years. It specifically caters for pupils from professional families most of which live within a wider than average catchment area. Some pupils come from further afield within Kent and a number come from overseas.

The school is based on a site of 60 acres in the Weald of Kent, close to the village of Goudhurst and benefits from open spaces and views of the surrounding countryside. Pupils benefit from extensive playing fields which are used for sport and leisure when the weather permits.

The vision and aspirations of the school are far reaching and encompass the personal development of all pupils both in terms of academic qualifications and employability qualities. It values the whole child and acknowledges the need for education in its broadest sense.

In order to achieve this, the school has developed its provision across a number of areas including the resources and facilities available.

A structured programme of building has taken place over a number of years which has seen the addition of a new sixth form centre, fitness suite, an indoor swimming pool and an outdoor adventure area. At present work is in progress to create a new performing arts centre. As the quality and quantity of facilities on site has increased, so has the opportunities provided for pupils to develop their experiences and skills within the classroom and the outdoor environment.

The school prides itself on its innovative curriculum which is supplemented by an extensive extra-curricular programme. All pupils spend time each week engaged in timetabled enrichment activities which include physical challenges such as the use of high ropes and sports activities as well as socially aware activities which include supporting a local foodbank. Pupils also have the opportunity to take part in the Duke of Edinburgh Award scheme run by the school staff as well as a range of sports played at competitive level and drama productions.

To support the pupils' use of technology, the school has created a scheme whereby the school purchases identical laptops which parents buy over a period of time. This ensures that all pupils in year 7 and above have access to IT both at home and school. The use of this equipment is encouraged within all lessons and pupils are supported in developing their skills to use this confidently and competently.

While the school accepts pupils with additional needs, those admitted to Bethany School must be able to access a mainstream curriculum with support. Within these parameters the school monitors the success of its pupils and results for all pupils are improving over time.

Criteria
1 & 2

b [Whole school Staff Handbook \(SH\)](#)

See link

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

i. [Policy for SEN/SpLD](#)

See link

ii. Support for policy from Senior Management Team

See SH link

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iii. Support for policy from governors	See SH link
iv. Admissions Policy/Selection Criteria	See link
v. Identification and assessment	See SH link

Consultant's comments

The school admissions policy sets out a clear process by which prospective pupils are considered.

Parents are invited to attend Open Mornings at the school and there is an expectation that they will also attend at least one visit with their child, during which the pupil will be informally interviewed. Assessment is also required. This is completed using a range of tools according to the age and circumstances of the pupil and may include formal entry examinations, the use of Common Entrance Papers or school EAL assessment.

Entry to the sixth form is dependent on satisfactory reports, references and interview.

Bethany School accepts pupils with additional needs. It values the strengths of such pupils and the positive contribution that they make to the school community. However, the school is a mainstream setting and in order to ensure that pupils are successful within the school, the Admissions Policy clearly sets out the school's expectations - that pupils entering Bethany should be of average ability or above, and must be capable of coping, subject to special circumstances, with a curriculum which will lead to a good pass at GCSE i.e. 4-9 in the GCSE grading system.

The Head of Learning Success is fully involved in the admission process and liaises with parents to ensure that suitable access arrangements are in place allowing prospective pupils the optimum conditions to demonstrate their skills/ability. She collaborates with subject staff and uses the information obtained in addition to professional reports provided in order to ascertain if the candidate is likely to benefit from the provision available from the Learning Success Department, which is geared towards the needs of pupils with dyslexia and associated SpLDs.

The SENDA Policy is well organised, comprehensive and dovetails with the Admissions Policy.

It is an informative document for staff and parents alike and sets out the school's aims in terms of SEND. The work of the Learning Success Department is clearly defined.

Criterion 4

d Give specific examples of the whole school response to SpLD

Pupils with dyslexia participate in the full curriculum offered by the School, with the exception of French or Spanish for pupils receiving full DLS support. All pupils with dyslexia have an opportunity to try a foreign language, Mandarin in Year 7 and Year 8.

The Head of DLS (Dyslexia and Learning Success) Department assists the Assistant Head (Academic) in placing new entrants to the School in teaching groups so that learning difficulties and social considerations are taken into account.

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Pupils are placed in subject classes according to their ability in that subject, therefore all classes, even streamed subjects, will contain some pupils with dyslexia. Teaching styles, therefore, are appropriate to meet the needs of pupils with dyslexia.

The School has a year group tutoring system so pupils with dyslexia have regular access to a member of staff who can help them resolve problems which may arise with organisation or work etc.

The Staff Handbook provides comprehensive guidance on teaching pupils with dyslexia e.g. poor spelling should not prevent a pupil receiving a high mark if the content of work is good; reluctant, weak readers should not be made to read aloud in class. See Bethany School Literacy Policy.

The Head of the DLS Department provides specific guidance for [ECTs](#) as part of their induction programme and to all new members of staff. All members of the Department are frequently asked for and provide guidance about individual pupils or teaching strategies through Teaching Staff or Whole School Meetings as well on an ad hoc basis.

Information about pupils receiving learning support is available to all members of staff through the information management system (iSams). In addition, all teaching staff and support staff have access to the Pupil Summary; a working document containing information about an individual's strengths, weaknesses and specific strategies to support their learning. It also highlights their primary learning difficulty.

A member of the DLS team will offer advice to Staff who are planning School visits regarding individual pupils. This support enables pupils with dyslexia to get the best possible benefit from these experiences. In addition to this the department provides a proforma for staff to use for pupils who may struggle with the minor, however still important details of a trip. This would be filled in by the member of Staff in charge of the trip and given to these pupils in advance.

There is close liaison between subject staff and DLS teachers so that pupils who are experiencing difficulties with particular topics may be supported appropriately, whether directly in DLS lessons or within the whole class teaching.

Learning Support Assistants (LSA) and Teaching Assistant Apprentices (TAA) are available to support in class on request so that pupils who experience difficulty with working memory, reading, organisation of work, written expression etc. can benefit from additional help.

The Head of DLS manages the support timetables for LSAs and TAAs and Gap Year Students. This ensures the support they provide is appropriate, timely and specific to the needs of the cohort. Class teachers are asked when and where they would like classroom support, and this is factored in prioritising English, Mathematics and Science.

[Consultant's comments](#)

[The Learning Success Department has an important role to play within the school and its Head and her staff are instrumental in meeting the needs of neurodiverse learners.](#)

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Independent Schools only	e	Number of statemented / EHCP pupils:	Currently 1 pupil
		Consultant's comments	<p>At Bethany School there is a strong emphasis on inclusion and all staff are expected to cater for a range of needs. Subject staff are well supported through the information that they are provided about individual pupils in addition to advice and guidance for adapting teaching to support learners with SpLD which is provided within the SENDA and subject specific policy documents.</p> <p>The Head of DLS and her staff are available and well equipped to work with subject staff to offer additional guidance relating to individual needs as required.</p> <p>Within the classroom TAs support individual pupils where required.</p>
Independent Schools only	f	Types of statemented / EHCP needs accepted:	
		Consultant's comments	<p>The number of pupils with an EHCP is a very small number bearing in mind the number of pupils on roll- but reflects the school's admission criteria.</p> <p>This is always decided upon on a case-by-case basis. Currently and in the past, there have been pupils living with medical conditions such as deafness and conditions such as high functioning ASC, Auditory Processing, mild Tourette's Syndrome, anxiety disorders, SpLD, dyspraxia, dysgraphia, dyscalculia and ADHD / ADD.</p>

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:
		Consultant's comments	<p>The school welcomes applications from a wide range of pupils. Prospective pupils are assessed before entry and parents are asked to provide any professional reports as part of the admissions process.</p>
		b	Give details of what action you take when children are identified as at risk of SpLD
			<p>Most often pupils arrive at Bethany with a diagnosis. Reports are read and a summary for staff is produced; this includes headline needs, weaknesses, strengths and strategies recommended to support learning. This information is shared with Staff via the Pupil Summary (an ever evolving working database on iSams). In the first instance this is emailed to all the pupils' teachers to bring it to the forefront of their attention. From 'iSams' teachers can run class lists and or look up individual pupils. Staff are encouraged to discuss any points they are unsure of and can request the opportunity to read the full report. Staff are also encouraged to inform the DLS department of what has worked well or not so the strategies can be fine tuned.</p> <p>Depending on the report's recommendations the pupil will be offered either Full Time or Part Time DLS or if preferred by parents we would monitor their progress and take action if there is a drop in performance.</p>

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Within the graduated response, pupils without specialist reports may be identified as being at risk of SpLD, among other things. At this point observations are sought from Staff, and strategies then shared via the process above. Then, in consultation with parents DLS may be timetabled and an external assessment arranged if necessary (see 3c below).

Consultant's comments

The DLS staff are instrumental in ensuring that the needs of all pupils are correctly identified and that the correct level and type of support is agreed and implemented.

There is close collaboration between all staff and any concerns raised are discussed as a team. Strategies are suggested and progress monitored.

In the event that additional support is deemed appropriate parents are involved in discussions and specialist advice sought as appropriate.

As communicated to parents in the Admission and SENDA policies, DLS support is subject to additional costs.

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

Parents are informed via email if their child needs a full diagnostic assessment. This may occur at any point in a child's school career but this is usually to tie in with making JCQ applications or moving on to further/higher education. Specialist Teacher & Assistant Head of DLS, Claire Mills coordinates exam Access Arrangements across the school. This involves establishing history of need, gathering feedback and evidence from teaching staff, liaising with parents and Dr Elizabeth Harby APC for a diagnostic or exam access arrangement assessment as appropriate. If we feel the assessments needed are beyond her scope, we will recommend using an Educational Psychologist or other professional as appropriate. We also recommend parents look to Dyslexia Action to help them choose which specialist would be best for their child; this provides parents with more autonomy and choice with both expertise and cost.

Consultant's comments

Parents are fully supported in this process.

4. Teaching and Learning

4. a) How is the week organised?

The School's teaching week works on a five day week with 6 x 50 minute periods each day. The day begins at 8:30 with Registration and then pupils either meet in their tutor group, go to Chapel, attend Headmaster's Assembly or have Year Group Assembly. At 9:00 formal teaching begins; there are 2 lessons then a 25 minute break, 2 more lessons then lunch which is 65 minutes long, (including 10 minutes for afternoon registration) followed by 2 more lessons. Formal teaching ends at 16.55 on some days and on 3.40 pm on others. Within the week sports matches with other schools take part. We offer an Enrichment programme which takes place on Wednesday for 1 period and for 2 periods on Friday. All Year 11, 12 and 13 carry on with regular lessons.

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Consultant's comments

The school day is structured and built upon a weekly timetable which includes built in times for pastoral support in addition to formal teaching slots.

While lessons continue until quite late in the day, the extended lunch break helps to divide the day and allows opportunities for pupils to relax with their friends. This is appreciated by pupils. Those spoken to on the visit felt that this compensated for the late end of the day.

The enrichment programme appears to be very popular with pupils who enjoy a wide range of activities.

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

For lesson numbers and lengths see above (4.a)

All prep is regular and timetabled, DLS teachers and tutors help pupils access Teams and My School Portal. Parents are encouraged to keep track of their children's prep via the parent portal. The same prep requirement is made of pupils with and without dyslexia, with the exception of French or Spanish. DLS prep is sometimes set instead of this in Years 7-9. DLS pupils are not set prep from Year 10 onwards. Any additional work is driven by coursework or subject based work requiring improvement or some catching up.

Within the constraints of the timetable Study Support is also included for some year groups as well as an option within our Activities Programme, which operates on 2 afternoons of the week between 16:00 and 17:00. Study skills is a timetabled lesson for all Year 9 pupils.

Boarders have supervised prep time in the evening; support has recently been increased so that there are more opportunities for individual support.

DLS lesson time is sometimes given to helping prep difficulties as they arise in Year 7 to 9. From Year 10 onwards the lessons revolve around individual needs.

Consultant's comments

All pupils take part in a broad and balanced curriculum although some pupils receive additional learning support as an alternative to learning a MFL.

All pupils are given prep although this is carefully timetabled to ensure that the workload is balanced across the week.

Generally, pupils have a few days in which to complete work and in the lessons which were observed there were notices in the rooms reminding pupils of both the days that work is set and when it is to be handed in.

Subject 'surgeries' are also available on set days for different year groups and subjects and staff are readily on hand to help individuals with classwork or prep.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

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Pupils receiving full time DLS:

Years 7, 8, 9, 10, 11 have 3 x 50 minute lessons per week

Pupils receiving part time DLS:

Years 7 -11 receives 1 weekly lesson for 50 minutes

Pupils receiving 6th Form support have 1 x 50 minute lesson 1 to 1 per week. If it is deemed appropriate pupils can opt for 2 lessons a week and on the rare occasion 3 x a week.

There is in class support in some subjects (see below 7b)

DLS lessons are delivered in one of 3 small classrooms, deliberately included within one of the main teaching blocks so that they are seen as an integral part of the School.

Consultant's comments

During the visit to the school four mainstream lessons were observed. These included English, maths, geography and history; and included pupils of different ages.

In all lessons observed class sizes were small. While this is a deliberate strategy within the school, several class members were noted as being absent due to the fact that they were engaged in play rehearsals.

In all rooms the atmosphere was relaxed and friendly. Expectations in terms of behaviour were well established and pupils worked without the need for reminders when attending to class instruction and when engaged in follow up activities. Pupils were engaged in their learning and were keen to contribute at their own level.

Lessons were introduced by recapping on previous learning and included the sharing of learning intentions. This helps pupils to remember what has been learned previously and puts new learning into context- a strategy which is particularly successful for pupils with memory difficulties.

All lessons observed were carefully structured and combined reinforcement of previous learning with the introduction of new material.

When asking questions staff targeted particular pupils to ensure that differentiation took place. When pupils were unable to answer specific questions, no fuss was made. In some cases, the teacher used supplementary questions to illicit the answer but at other times in other lessons other pupils were asked. At no time did any pupil feel intimidated by not knowing an answer.

After instruction pupils were often encouraged to work with partners to perform follow up tasks. This worked well, with pupils getting on with the task in hand and supporting each other.

Staff generally circulated and/or moved towards specific pupils/pairs in order to check that all pupils understood the task set and offered help when required.

The use of visual support was evidenced in all lessons. This included the use of PowerPoint presentations, video clips, illustrations and worked examples.

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In one particular lesson the teacher included her questions within her PowerPoint presentation, along with illustrations from the text to encourage pupils to make links independently. This was extremely effective as it supported pupils with memory difficulties and avoided unnecessary stress caused by them struggling to remember what they had been asked.

In maths the teacher used a novel and highly effective method to monitor pupil understanding. Through providing pupils with large white boards attached to the walls for all pupils to work on he was able to observe how pupils worked- the strategies that they used as well as whether or not they were able to obtain the correct answer. This could all be done by standing centrally in the room and is far more effective than going around the room speaking to pupils in turn and looking at their work in books.

Technology was used throughout lessons. While all work was completed and stored electronically in geography, individual pupils were observed making notes using their laptops in other lessons.

Games were also used by staff in lessons to evaluate learning in a competitive but friendly manner.

All staff observed were fully aware of both of the range of needs within their lessons and the strategies that were advised to support pupils. Information provided by the DLS department included strengths and areas of difficulty for pupils along with information about seating arrangements, the use of tinted glasses, regular check ins etc as well as specific tools such as the use of sentence starters and writing frames. This information was used by staff successfully to ensure that pupils felt comfortable within the lessons observed and were able to engage in their learning in a supported fashion.

The Learning Success Department is extremely busy. It is well managed and led by the Head of Department who fulfils a number of roles including maintaining the SEND information available to all staff, identifying the level and type of support required, working with parents, timetabling provision and monitoring progress throughout the school.

As a specialist teacher, she leads by example, teaching groups herself and has the respect of pupils, parents and staff.

The Head of Department is ably supported by a team of professionals with good knowledge of special educational needs, an understanding of the impact that these have on learners' academic and emotional development and a genuine desire to improve the outcomes for learners.

All staff within the team have high expectations both of themselves and the pupils with which they work. They have a good knowledge and understanding of the individual strengths and areas for development for pupils and use this to group pupils and plan work that is interesting, relevant and beneficial in terms of moving them forward.

Two DLS lessons were observed during the visit. Each consisted of small group instruction. Group members all struggled with literacy but it was noted that staff members worked creatively to support individuals within the groups who found attention and motivation were difficult.

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Within both lessons the excellent relationships between staff and pupils were clearly evident. While pupils did not necessarily find the tasks set easy- they were willing to have a go and trusted the adults to support them as required.

Tasks within these lessons were clearly explained and referenced to the completed article (a film and completed piece of writing) to ensure that pupils understood what they were working towards.

Pupils responded well to praise, encouragement and refocus within lessons and were able to achieve within these lessons.

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

There is a Whole School Provision Map showing what is offered at each level of support (see Bethany School Whole School Provision Map).

Individual Education Plan (IEP) targets are developed from discussion with parents, pupils, the pupil's tutor and subject teachers (we also refer to the pupil's school reports). Using this information, DLS teachers set individual termly targets. All involved above are then asked for feedback regarding the review of these targets. These targets may be specific to DLS lessons, related to subject classes, the whole School, organisation or behaviour. For Year 7 and Year 12 we use Provision Maps when they first arrive in September. From December it changes to IEPs. In Years 7 to 9 the Part Time DLS groups received Provision Maps as a matter of course.

Two examples enclosed (redacted)

✓

Consultant's comments

The whole school Provision Map is a useful document which sets out what the school includes within the three stages of support available throughout the school.

The emphasis is very much on the provision of 'Quality First' teaching which is universal to all pupils. The expectation is that all staff use a range of strategies to ensure that all pupils understand and can access lessons. This includes the use of clear language delivered in manageable chunks and regular repetition and reinforcement of skills. In addition to this, learning styles and study skills are included within the PSHCE programme. A pastoral support programme, access to supported prep sessions, opportunities for outside learning, revision classes, modified curriculum pathways and access to learning support drop in sessions are always available for all.

For those who require more than this, support is categorised as targeted and specialist.

Within this level of need, some pupils receive in class support from a teaching assistant and may also require peer mentors/listeners.

At the specialist level pupils requiring access arrangements are assessed and advice from a range of external professionals such as educational psychologists, occupational therapists and speech and language therapists is obtained and acted upon.

All pupils in receipt of additional services are included on the Pupil Summaries document which is available to all staff. IEPs are also produced by the Learning

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Success Department staff for these pupils which are used by the school to record and monitor individual targets.

The ILPs made available on the day of the visit are clearly laid out and easy to read. The headings used identify the targets to be achieved and provide staff and parents with information as to how these will be achieved in terms of the resources and techniques that will be employed, strategies for use in class and ideas for support staff. The specific criteria by which staff are able to evaluate progress towards the targets are included, although these could benefit from being SMARTer. Parents and pupils are encouraged to take ownership of targets through the inclusion of recommendations for each within the document.

The ILPs produced are working documents which are realistic in terms of the number and range of targets set. The goals generally relate to work that will be carried out in within small group sessions which makes the system workable. These focus on skills that will be taught and practised within specified mini projects which are developed over a number of weeks. While individual, they are quite general in nature. They are reviewed on a termly basis in consultation with subject staff and parents.

e) Records and record keeping:

Within the DLS Department comprehensive records of the following are maintained:-

- 1) Information from Entrance assessments and scores
- 2) Reports from Educational Psychologist and other professionals
- 3) Information related to Examination Access Arrangements (history of need, Staff feedback, use of arrangements for internal test and mock exams)
- 4) Results of standardised assessments of reading are provided for the English Department.
- 5) Timed Typing and Handwriting
- 6) Each teacher keeps their own records of general information, a copy of any EP / other outside agency report / work covered, resources

Consultant's comments

The school makes use of a range records to identify needs, set targets and monitor progress.

All records are stored electronically and managed on a secure central system.

Bethany School is a mainstream provision and all pupils attending the school must be able to access the curriculum without the need for specific direct intervention. As a result, the school does not employ the use of specific published individualised interventions and therefore detailed assessment and analysis of results such as records of the number of high frequency words correctly spelled or read etc are not relevant.

Criterion 3

f

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

The progress of individual pupils against their ILP targets is tracked throughout the year and targets were observed to have been developed in an incremental manner to develop and practise skills learned.

Of the records shared pupils have made progress against their ILPs.

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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. BTEC	No. of pupils Years 12 & 13	Number entered (subject entries)	% grade A-E	BTE C % D* - D	Average point score per pupil	Average point score per exam entry
Whole School	39	122	99%	69%	120.62	38.56
SpLD Pupils	10	32	99%	50%	144.8	45.25

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	75	100%	76%	91%	37%	26%	34%
SpLD Pupils	37	100%	68%	89%	35%	10%	55%

Key Stage 2 (NA)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1 (NA)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						

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

36 Year 11 pupils were entered for entry level certificates in Science. 20 achieved level 3, 14 achieved level 2 and 2 pupils achieved level 1
We also offer IELTS exams for overseas pupils in Years 11-13.

Consultant's comments

Pupils with SpLD who are accepted to the school must be deemed capable of achieving good grades at GCSE.

The data produced by the school shows that pupils with SpLD did not achieve top grades at GCSE to the same extent as those without additional needs although when the criteria is expanded i.e. when grades A-G are considered the results are similar.

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

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

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As the School has a significant percentage of pupils with dyslexia, most of the resources within the general School environment have been developed with dyslexic pupils in mind. Examples of this are whiteboards and use of visually presented material. Textbooks, when used, are usually selected for clarity of text and layout with a good and explicit glossary. Audio books are available as are online textbooks.

(See 3a the Universal section of The Bethany Whole School Provision Map and Bethany School Literacy Policy).

Following lockdown, we pared back our classrooms. Resources are now stored centrally and are grouped per topic. Once a topic is completed, we return the items. DLS has a wide variety of spelling/phonics, reading, study skills, language resource materials and games. There are sets of reading books, plays and general information books covering a wide range of reading ability. A growing number of specifically high interest, low reading age books held in the library. We also have virtual access audio books. Up to date subject related books and revision guides are available in all classrooms.

Resources are available for all teachers' use although stored in different classrooms.

Consultant's comments

Throughout the school classrooms are spacious and generally clutter free with limited displays and plain walls. This makes them particularly suitable for learners with additional needs.

Rooms visited were equipped with projectors /interactive boards which enabled staff to utilise visual resources in the form of PowerPoint presentations, short video clips and interactive games.

Within the DLS, rooms are smaller and appear to be set up to be more inviting and cosier.

In addition to the range of learning resources listed above rooms are equipped with more specialist equipment such as high tables which enable pupils to stand to work and wobble chairs to enable pupils to move as they work.

Criterion 5.2

b ICT:

Bethany is fully committed to delivering a Computer Science curriculum throughout the whole School and is taught in a dedicated IT Suite in the Science building. In Key Stage 3 the curriculum covers components from Computer Science, ICT and Digital Literacy to allow pupils to have a broad spectrum for the subject. All pupils in Years 7 and 8 have a School-issued touch screen enabled laptop with a pen. Pupils in Year 9 and upwards have the ability to purchase their own laptop and use in School. All pupils are able to access the School network and the Internet, through the widely available wireless network, including boarding areas. Teachers have been given laptops to fully engage with pupils using IT software the capabilities of 1 to 1 laptops in the classroom. All classrooms have projectors.

Bethany School is a Microsoft Showcase School. This accolade shows how well as a School we are able to use Microsoft products as well as wider technologies

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in our teaching and learning. There is a big push for accessibility as well, using systems such as Immersive Reader and Dictate.

All subjects must use ICT in their curriculum as this is underpinned by training in the School for both staff and pupils. In Year 9 in particular, pupils are put forward for the Microsoft Office Specialist Certification in Microsoft Word, Excel and PowerPoint, through a dedicated IT Skills subject lesson. In addition, we also offer GCSE Computer Science for Key Stage 4 and the Cambridge Technicals in IT Level 3 at Key Stage 5. All pupils in the School have access to Typing Club, an online touch-typing service to improve typing skills.

The School is supported by the IT Department which consists of the Head of Computer Science and IT Services (dual role) and two technicians. We are also supported by an IT outsourcing company to deal with the second and third line support for the School.

Consultant's comments

The approach to the development of IT skills throughout the curriculum is in line with and supports the school's vision to deliver 21st century learning habits.

It also serves to support the needs of learners with SpLD as pupils are taught to use the various accessibility tools and encouraged to use them within lessons.

In lessons observed staff were comfortable and competent in the use of IT to make their lessons more interesting and accessible to pupils.

Several pupils were observed to use their laptops to record their work and it was noted that the geography department has gone paperless.

Criterion 5.3

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

In line with The SEND Code of Practice (2015) the need for access arrangements requests are identified by subject staff, tutors and the DLS Department. Often pupils arrive with reports detailing the need for access arrangements which are usually put in place and monitored for KS3.

In KS4 the JCQ guidelines are followed. Teachers are requested / encouraged to flag up pupil concerns as and when, to provide supporting evidence and to offer solutions. The DLS Department decide if specialist assessments are required. If so, we tailor these to match the identified need. We then collate information to support their history of need and their usual way of working. As we are limited by time to administer assessments we ask our Specialist Assessor to assist in this process. If a pupil needs an assessment then we notify parents via a letter and email, (see 3c above for details).

The usual concession granted is 'extra time' or 'word processor' to those pupils for whom this is the normal way of working.

Recommendations from assessments are placed online with the relevant exam board. Once access arrangements are confirmed we publish the outcome on the Teaching Staff Team / Examination Matters / Official EAAs for Year 10 to 6th Form; Years 7 to 9 are in

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another document called KS3 Access Arrangements (these are based around past assessments, subject teacher, tutor and DLS teacher observations). These concessions are provided to the best of the School's capacity; for internal exams at the end of the year the School will organise outside support if necessary.

Consultant's comments

The DSL staff are well qualified and experienced to identify pupils who require access arrangements.

Specialist Teacher & Assistant Head of DLS, coordinates exam Access Arrangements across the school and ensures that any arrangements put into place reflect pupils' normal way of working in line with JCQ criteria.

Criterion 5.4

d

Library:

Current Library Provisions:

- 'Dyslexia friendly' books (Barrington Stoke) are labelled with orange labels, labelled as 'Quick Reads'. Not directly labelled as 'dyslexia friendly', as all pupils look for shorter, easy-to-read books.
- We have increased the number of visual books, such as Manga and Graphics Novels, displayed near to quick reads in the Library. Different texts target different age groups. Budget has been allocated to include graphic versions of classic texts and English department class readers and exam texts.
- Displays and information at eye level and unobscured.
- Magazines target pupil interests and cover a variety of reading levels, themes and areas of interest are rotated on a termly basis to maximise reach using the available budget
- Clear, simple signage indicating genres and texts available
- Rules and conditions of library usage clearly displayed
- Visual/ icon based signage for key rules
- Library lessons once a week for all KS3 pupils; including a verbal library induction by the librarian
- Library used as a positive and calm break and lunchtime space for pupils to study and quietly socialise; supported by the librarian who is on hand for prep support and reading guidance
- Half termly pop up clubs run in the library by a range of departments – increasing the interest in the library space amongst pupils and linking reading to all subjects
- Clear displays of new and popular authors
- Sub-genres (such as 'Dystopian' with 'Sci-Fi') are frequently highlighted in changing, temporary displays. This helps to generate interest in new themes for all pupils and the changing focal points will help to keep the Library an interesting and inviting place for pupils. Many of these displays link to national 'days' or celebrations or current affairs.
- Twice yearly bookfairs offering pupils the opportunity to purchase books of a wide interest and reading level.

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- English department reading challenge is displayed and run in the library with pupils rewarded for reading at different levels with teachers building in challenge by knowing the pupils and assessing reading according to their prior skill level e.g. a weaker reader may be awarded 'gold' for trying a more challenging text as opposed to a 'quick read' where a stronger reader would need to read a book of more significant literary merit

Action points for 2022/23:

- Continued expansion of quick reads; graphic texts and accessible non-fiction
- Exploration of software that puts finding resources and interacting with the Library at pupil's fingertips e.g.
 - eBooks that allow colour filters and adjustable fonts.
 - Audiobooks
 - Digital locating of books within the library.

(Some progress has been made with this using Microsoft Teams however it requires significant financial investment to acquire a proper system that is actually user friendly –AccessIt has been evaluated and a request for this will be made for the 2023/24 academic year)

Consultant's comments

The library is well stocked with a range of reading material and audio books which are presented in an attractive manner in order to entice all learners, but particularly those with SpLD to engage in the reading process.

6. Details of Learning Support Provision

LSC 6.3 6. a) Role of the Learning Support Department within the school:

See DLS Department Development Plan attached

The DLS Department leads on all aspects relating to SEND across the whole school. This includes, among other things - cascading the latest legislation to Senior Leaders and the rest of the staff, ensuring individual pupils needs are being met via training, discussion and dissemination strategies, liaison with parents, teachers, senior leaders and outside agencies.

The Head of DLS works closely with the Registrar on the admissions procedure.

Entrance assessments are marked by the Head of DLS whilst considering any outside agency reports and the present school reference. This information is used to determine what level of support, if any, the pupil will need. If for whatever reason, there is a question mark over a pupil's suitability to manage at the school or for the school to meet their needs the Head of DLS or second in department will arrange a call or visit to see the pupil at their current school. We will talk to the SENCo and their class teacher. This additional information and

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observation will allow for a more holistic view of the pupil's ability and individual needs before a final decision is made.

Before the summer holiday the Head of DLS liaises with the Academic Deputy Head, Head of Year 7 and 8 and head of timetabling to organise new pupils into ability sets.

The DLS Department makes a concerted effort to contribute to the School's Newsletter or Blog. This will include championing the latest goings on in DLS lessons, discussions on the latest theories / news items, top tips and strategies for parents.

Cascading course information is done via the School's weekly Monday briefings and during the start of term INSETs. In addition to this there is a full Teaching Staff meeting every half term where additional training can take place. Pupils who are a cause for concern either relating to their progress, behaviour or learning needs are highlighted. Strategies are discussed to share what works well. If necessary, an action plan is put in place. At all Teaching Staff meetings, the Head of DLS delivers a 5-minute best practice inset.

Consultant's comments

The Head of the Learning Success Department and her team play a pivotal role in the success of the school and are instrumental in ensuring that the needs of individual pupils are met both within the classroom and through the provision of additional support be it full time or part time.

LSC
6.5 & 6.6

b Organisation of the Learning Centre or equivalent:

The Head of DLS is line managed by the Academic Deputy Head. Head of DLS line manages colleagues in the Department where the majority of their timetable is devoted to DLS.

The Department is situated in a main teaching building which contributes to individuals coming to Learning Support being a valued and integral part of the school.

Consultant's comments

The Head of DLS is an experienced leader and practitioner who works well with colleagues both within the department itself and in the wider school community to whom she is able to provide practical support and advice.

LSC 6.6

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

The Head of Department generates and oversees the School's policies on SEND, which are introduced to all new staff and NQTs through staff induction and contained in the staff handbook. DLS is the only department which has its own section in the staff handbook.

The Head of Department contributes to whole staff training sessions and is a pivotal member of the Heads of Department team and all members of the DLS Department contribute to a professional learning community via Professional Development.

The Head of Department and her team also contribute to the process of internal departmental inspections, advise on matters relevant to children with particular

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learning needs, work alongside other Departments to develop whole school policies (Literacy and Mathematics Policy). As part of this process, schemes of work and progression are discussed, and hence there is direct input into curriculum design.

The DLS team are deployed in other departments and thus support the delivery of these subjects (currently – PSHCE, EAL, PE)

Consultant's comments

The Head of DSL has status within the school. The work of the department is acknowledged by the leadership of the school and opportunities are provided for team members to contribute to all aspects of the school life.

d) Supporting documentation, please indicate enclosed:

vi.	SEN Development Plan	Attached
vii.	Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	Attached
viii.	List of known SpLD pupils in school	Attached (password protected)

7. Staffing and Staff Development

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

Mrs Katie Harper

BSc (Hons) Canterbury Christ Church University 2002

QTS Canterbury Christ Church University 2003

MA in Enabling Learning - PGC SpLD Canterbury Christ Church University 2007

National SENCo Award Canterbury Christ Church University 2016

Other Responsibilities: Head of Dyslexia and Learning Success

Tutor for Year 8, Teacher of PSHCE

Entrance Examination

Exam Concessions

Line Manager for Department

Line Manager for TA Apprenticeships

Experience - Started teaching primary in 2003, secondary since 2006 in a Specialist Language Unit, SENDCo since 2009.

Claire Mills

BEd (Hons) University College of St Mark and St John 1999

MA in Enabling Learning - PGC SpLD Canterbury Christ Church University 2007

Certificate of Competence in Educational Assessment 2013

Certificate in Psychometric Testing: Assessment and Access Arrangements

Other responsibilities: Deputy SENDCo, Head of Year 7 and 8, Exam

Concessions Assessor

Experience

Primary School teaching 1999-2004

Bethany School since 2012

Anne-Marie Sturrock

BEd (Hons) Physical Education and History, College of St Mark & St John 1994

Certificate in Psychodynamic Counselling Skills 2013

CELTA, Canterbury Christ Church University 2015

PG Cert SpLD Dyslexia, Brighton University August 2018

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Head of PSHCE, Year 7 Tutor, Teacher in PE

Experience:

PE and History Teacher (Secondary) 1994 – 1998

Director of Sport at The Abbey School, Reading 1998 – 2004

Teacher in DLS

Head of PSHCE

Year 7 Tutor

Frances Healy

BA (Hons) - University of Kent on 12/7/2007

QTS - General Teaching Council on 16/6/2008

OCR Level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning

Experience:

Housemistress from 1997 to 2010

Teacher of English since 2008

Part Time Teacher in DLS

Additional staff without specific Dyslexia qualifications are used for in-class support at the request of individual subject staff and with agreement, and sometimes recommendation of the Head of DLS. The Head of DLS co-ordinates the timetable of these staff and ensures they are appropriately trained to support our pupils.

Consultant's comments

The DLS staff members all have additional specialist qualifications and extensive experience in working with pupils with SpLD.

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, all teachers in the DLS Department have nationally recognised qualifications in the teaching of pupils with dyslexia (SpLD).

Consultant's comments

All staff hold specialist qualifications at least at level 5.

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:

Eight parents were contacted in order to seek their views regarding their experiences of the school and its effectiveness to meet the needs of their children.

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When asked why they had chosen Bethany School for their children several parents commented that the school had built a reputation over the years both as a school in its own right and for the work that is carried out within the Learning Success Department. Others mentioned the facilities that were available, the extensive building programme that has taken place and the curriculum on offer. The enrichment programme is highly regarded amongst parents and is considered to be particular strength of the school.

Many pupils travel considerable distances to attend the school and make use of public transport each day. The minibus service provided by the school makes this journey possible for many and is also appreciated by parents.

All parents said that their children were settled within the school and that they felt safe both in the physical and emotional sense.

Several commented that their children had struggled in the past in previous schools with some relaying bad experiences. However, all now felt that staff at Bethany treated their children with respect and know their children well.

All parents were highly supportive of the work of the Learning Success Department and recognised the impact that staff have on their children.

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

When meeting pupils at the school the consultant was 'bowled over' by the pupils' response to the invitation to meet with her and the number of pupils who were willing to give up time from their break time to share their views.

At least 30 pupils representing all year groups across the school were interviewed in small groups.

Without exception all pupils stated that they liked the school and were pleased to be there.

All commented on the teachers and how they all want help. They talked about the fact that teachers were always available to help within lessons. They walk around when pupils are working and check their work. They are also there to answer questions and will explain things again if they don't get it without making them feel stupid.

Several older pupils like the fact that they can get help outside of lessons. They talked about the subject surgeries that are available which they think are really useful. However, several pupils stated that they had gone to staff at other times and that the relevant staff had been there when they had needed them, which they greatly appreciated.

Pupils said that staff generally go out of their way to make lessons fun but acknowledged that lessons couldn't always be exciting as there are times when they just have to get on with practising what they have learned. The use of Uno and other games was described as being an incentive to do maths.

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For many of those who shared their views Spanish is regarded as difficult, in particular the spelling of Spanish words. Quite a few pupils were relieved that they missed lessons in this subject to access support in the Learning Success Department. The amount of prep given in Mandarin lessons and the amount of writing involved was also a concern to some who find writing in English a challenge.

The length of the day was highlighted by some pupils as being hard. Many stated that they struggled when they first joined the school as they got very tired, especially in the winter months when it is cold and dark. However, now that they have got used to it all pupils said they just get in with it now so it isn't actually a problem anymore. Quite a few pupils realised that the extended day gave them time for enrichment activities which would not be able to be scheduled if they finished each day earlier.

All pupils said that they enjoy the afternoon enrichment activities with several seeing it as the highlight of their week. They like being able to use the outdoor rope course and the swimming pool.

At the time of the consultant's visit, rehearsals were in full swing for the school play. The regular performances presented to parents were also popular amongst pupils who see it as an opportunity to develop their confidence and to achieve.

Behaviour is considered to be good by pupils. They acknowledged that pupils sometimes messed about or had arguments with each other, but several stated that unlike in some of their previous schools there was never anything serious and that there is always adults on hand to help them sort things out if needed. This made them feel safe and meant that they could get on with learning without others interrupting and ruining their lessons.

When asked specifically about the Learning Success Department all pupils were highly complementary. They appreciate the help that they get and enjoy working with the staff who they say are kind and supportive.

They realise that they are there to improve their English or maths but they enjoy lessons and regard the department itself as a 'safe haven where they can be themselves and don't worry about what others think.'

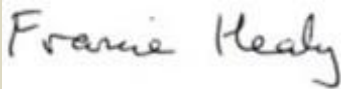
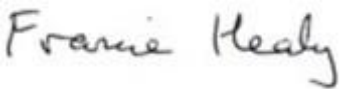
Going to the DLS Department is not a problem at all. According to pupils nearly everyone goes there at some time, so it is not seen as 'a big deal.' On the contrary many look forward to their lessons and the opportunity to talk to staff about their week.

Higher up the school A level pupils explained that they find the amount of coursework required 'hard going' at times. They greatly appreciate the support that they get within the sixth form centre where they go for help with assignments and to complete homework. They like the fact that they can get lots of one-to-one help if they need it.

One pupil stated that staff here are 'on your case all the time' which is really good as they know when you have to hand work in and make sure that you get it done.

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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):	
			
Date:	January 6 th 2023	Date:	March 14 th 2023

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

- 7) Results of tests and assessments of pupils with SpLD after admission for last 3 years.
- 8) 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.
- 9) Department policy documents for Mathematics and English.
- 10) 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.
- 11) 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	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:

Bethany School meets all of the criteria for re-registration under the category of Learning Support Centre and thus acceptance is fully recommended.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	

For Office Use Only

Category proposed:


Learning Support Centre

Consultant's name(s):

Anita Laws

School information received proficiently:

yes

Consultant's signature:		Chairman's signature:	
<i>Anita Laws</i>			
Date:	02/03/2023	Date:	16.03.2023