



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? (re-reg only)	LSC	Change of Category? (re-reg only)	NO	Category applied for (re-reg only)	LSC
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Contact Details

Name of person completing form:

Anne-Marie Sturrock

Tel:

01580 211273

Email:

csturrock@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:

Date of visit:

Wednesday 21st January

Name of Consultant(s):

Mrs Helen Farley

School Details

Name of school: Bethany School
Address of school: Jarvis Lane, Curtisden Green, Goudhurst, Cranbrook, 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 Coaching and Mentoring (2018)
National Professional Qualification for Headship (2007)
Higher Diploma in Education (1989)
BSc (Hons) 2:1 Applied Sciences (1986)
Awarding body: Institute of Leadership and Management
National College for Leadership
University College Dublin
Trinity College Dublin

Consultant's comments

Mr Healy was unavailable on the day of the visit, both Mrs Sturrock and Mrs Hill were able to answer questions and were welcoming and open. Mr Healy met via online meeting after the visit to answer any queries and affirm his knowledge of the school, pupils and ethos and values. The ethos of knowing each pupil and tailoring the learning to enable progress in all aspects of life was affirmed including the investment in the staff to develop and enjoy working.

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

Name: Mrs Anne-Marie (Chesh) Sturrock
Title (e.g. SENCO): SENCO and Head of Dyslexia and Learning Support
Telephone number if different from above:
Qualifications: BEd (Hons) 2:1 Physical Education and History (1994)
Post Graduate Cert SpLD Dyslexia (2017)
NASENCO (Pending Award in December 2025)
Level 7 Senior Leadership Apprenticeship (2025)
Certificate in Psychodynamic Counselling Skills (2013)
CELTA (2015)
Awarding body: College of St Mark & St John
Brighton University
Middlesex University
Skills England

Consultant's comments

Mrs Sturrock is knowledgeable and experienced and is a valuable resource for staff, parents and pupils.

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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:	178	92	11 - 18
		Girls:	104	47	11 - 18
	Boarding:	Boys:	19	4	11 - 18
		Girls:	15	3	11 - 18
	Overall total:		316	146	

Consultant's comments

Small pupil numbers is seen as a significant strength, enabling the provision of a nurturing and supportive learning environment. Pupils come from a distance but stated they are happy to be in the school and value being well known by staff and seen. The school acknowledges that the number of pupils with needs are approximately half of the intake, however, emphasise that they place value on addressing the needs of all individual pupils.

- c) Class sizes – mainstream: 7A (17), 7H (11), 8A (14), 8H (11), 8L (10), 9A (17), 9 B (19), 9H (12), 9L (14).
 Year 10: 8 - 17
 Year 11: 13 - 20
 Year 12 : 3 - 12
 Year 13: 1 - 9

Consultant's comments

Nine mainstream lessons observed, pupil numbers ranged between 2 - 18 pupils. Within 2 lessons there was a Teaching Assistant working with specific individual pupils.

- d) Class sizes – learning support: Normally 6 or less (Year 9 has 7 in some classes)

Consultant's comments

In the four DLS lessons observed pupil numbers ranged in the lower school between 3-9, and 1-1 in the Sixth form

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

The school was inspected in April 2023 and was judged to be excellent in both regulatory compliance and educational quality.
 EQI (3.14) Pupils identified as feeling valued and appreciative of staff who aid them in developing areas of interest and furthering their self-worth.
 EQI (3.16) Pupils were identified as having a strong sense of justice, want to be the best version of themselves and understand the necessity to do the right thing.

Independent Schools only

- f) Current whole school membership(s) e.g. HMC, ISA etc.: Society of Heads Boarding Schools Association

- g) Please supply the following documentation:

- i. **Prospectus**, including **staff list** (if this does not clearly show <https://bethanyschool.org.uk/admissions/prospectus-request/>)

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<p>which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed</p> <p>or provide link to view reports via the internet</p>	<p>https://bethanyschool.org.uk/about-us/governors-staff/</p>
<p>ii. Recent Inspection reports, please indicate copy enclosed</p> <p>or provide link to view reports via the internet</p>	<p>https://bethanyschool.org.uk/wp-content/uploads/2023/09/Bethany-School-ISI-Report-2023.pdf</p>
<p>iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed</p> <p>or provide link to view information via the internet</p>	<p>https://bethanyschool.org.uk/admissions/fees/</p>
	<p>Part time DLS (1 lesson per week) = £520 per term Full time DLS (3 lessons per week) = £1050</p>

Consultant's comments

The website is accessible and provides links to both the staff list and a Bio for all members of staff within the school, it does not provide academic achievements for individual staff on the Bio.

The fees and compulsory extras are comprehensive and clear, indicating the difference in levels of support provided, along with EAL, music and the football excellence programme.

Currently TA support is provided within the funding package and is either by TA or Gap year staff.

The charge of the report for JCQ access arrangements for KS4 is not available on this webpage.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2) 2. a Aims and philosophy of the whole school

Vision Statement:

Bethany 2028 is a school which is:

- Providing an innovative and creative education.
- Encouraging the virtue of learning in young people.
- Living our Christian values through excellent pastoral care.
- A flourishing school investing in the future.

Cultural Framework and Ethos:

- The welfare of our pupils is our first priority.
- We place learning at the heart of our community.
- We are open, honest, inclusive and mutually respectful.
- We cultivate and operate a spirit of philanthropy.

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- We work in partnership with parents, pupils and staff.

Enduring Aims:

- Provide each pupil with a tailored education, with appropriate independent learning opportunities, within a caring community.
- Enable each pupil, including the most able, gifted and talented, to maximise their abilities and achieve their personal objectives – academic, artistic, sporting or excellence in other fields.
- Give all pupils the opportunity to develop their own spiritual understanding.
- A school where staff are supported, appraised, developed and enjoy working
- Excellent standard of health, safety and well-being.
- Buildings and grounds updated, renewed and maintained in first class condition, in the most secure environment possible in a rural campus location.
- Maximise the school's environmental and neighbourhood awareness, and minimise its impact
- Financially sound

Within this context, the School aims to provide an innovative and creative education relevant to the 21st century:

- Provide each pupil with a tailored, innovative and relevant education within a caring community.
- Enable each pupil to maximise their abilities and achieve their personal objectives – academic, artistic, sporting or excellence in other fields.
- All pupils, including the more able, are appropriately challenged.
- As far as possible, Information Technology is used to maximum effect in teaching and administration.
- Investment in the estate and infrastructure is geared to the advancement of the curriculum.

Consultant's comments

In observed lessons, tour of the school, pupil forum and interactions with staff all elements of the ethos and values were evidenced. Staff and pupils had respectful and caring relationships, pupils communicated their experience of learning and being part of a vibrant, caring community. The school embraces the abilities and achievements of their pupils; this was further supported by the positivity of parents feedback regarding the school's ability to know their children and develop their self-confidence.

A new Performing Arts Centre opened in 2024 evidencing the continued investment in estate and infrastructure. The school has retained being a Microsoft Showcase school, committed to using technology to enhance learning outcomes, focusing on developing learning alongside digital integration

Criteria
1 & 2

- b Please indicate copy of the whole school **Staff Handbook** (SH) enclosed Enclosed – sections A – L and index
- 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** <https://bethanyschool.org.uk/wp-content/uploads/2025/09/SENDA-Policy-2025.pdf>

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ii. Support for policy from Senior Management Team	See policy review
iii. Support for policy from governors	See policy review
iv. Admissions Policy/Selection Criteria	https://bethanyschool.org.uk/wp-content/uploads/2025/09/Admissions-Policy-and-Procedure.pdf
v. Identification and assessment	see Staff Handbook Section E and EAA Policy

Consultant's comments

The school has a robust and effective admissions policy which gives clarity to prospective parents and pupils on application. The school is both supportive but realistic about the ability to meet need

Criterion 4

d Give specific examples of the whole school response to SpLD

As a school with a high proportion of SEND pupils, this is encompassed in all out planning and everything we do. Pupils with dyslexia participate in the full curriculum with the exception of Modern Foreign Languages for those who receive full-time DLS support. A young person's desire to learn a language is taken into account when placing pupils in DLS.

The Head of DLS plays a main role in the admissions process, supporting on the day of entrance examinations, marking written scripts and then visiting pupils in their current schools where necessary. New pupils are then offered full time or part time DLS support where needed as part of their offer letter. When organising teaching groups for new year 7 pupils, the Head of DLS advises the Head of Year on the placement of pupils. Across the whole school, pupils are placed in classes according to their ability and therefore all classes will contain pupils with dyslexia. Quality First Teaching is employed to support the needs of all pupils in the school.

All teachers have access to individual pupil summaries on ISAMS and where possible these summaries are in place before a child starts at the school. This is a working document which contains information about an individual's needs, strengths, weaknesses and specific strategies to support their learning. Regular SEND CPD takes place for staff throughout the year where individual pupils are discussed and strategies updated where necessary. The Staff Handbook provides comprehensive guidance on teaching pupils with dyslexia for example, poor spelling should not prevent a pupil receiving a high mark if the content of the work is good.

The Head of DLS works with ECTs and other teaching staff who are new as part of the School's induction programme. Sessions are held with support staff, e.g. mini bus drivers, to help them to understand the needs of the pupils in their care. All members of staff are encouraged to speak to the DLS department if they have any worries or concerns about the learning of pupils or to gain advice to support their classroom practice. This also includes support with seating plans or school trips. There is close liaison between subject staff and DLS teachers to make sure that pupils who are experiencing difficulties with particular topics can be supported appropriately. There may be the option to place a teaching assistant in with that class to support or help may be given in a DLS lesson. Tutor groups are small and

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tutors are also proactive in monitoring that the learning needs of their tutees are being met. As part of our internal inspection regime, the Head of DLS is included in learning walks and is able to report back on how the needs of pupils with SpLD are being met in the classroom.

Consultant's comments

The school provides holistic, seamless learning which is fully integrated; observed lessons evidenced that regardless of subject, needs were met with all pupils actively engaged. The skill, responsive approach and commitment of staff to use multisensory methods and adaptations to enhance enable access to the curriculum. This approach is seamless in delivery and was nuanced and implicit. All teaching observed evidenced that the pupil teacher relationship was underpinned by an in depth understanding of needs and how to adapt to meet them. As a small school they acknowledge this allows for constant interaction between staff enabling fine tuning and adaptation of strategies.

The parents evidenced the effectiveness of the tutor system and how tutors were responsive and supportive in ensuring that pupils needs were met.

e Number of statemented / EHCP pupils: 1

Consultant's comments

The number of ECHP in relation to pupils with needs is low in relation to the identified needs of pupils and reflects that whilst individual need is met there is an understanding of the need offer and the complexity within ECHP requirements.

Independent Schools only

f) Types of statemented / EHCP needs accepted:

This is decided on a case by case basis, and all requests will be considered. Pupils have been supported with conditions such as physical disability, hearing impairment, SpLD, Tourette's Syndrome and ASC.

Consultant's comments

The school is clear regarding how individual need can be met, mindful of their resources. The admissions policy has a focus on ensuring that individuals will be able to thrive and meet potential within the school setting.

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:

Many parents pick Bethany as a school for their children because of their learning needs and therefore, most of our pupils will arrive with a diagnosis of some sort. When a teacher or parent identifies that a child's needs may require further investigation, the Head of DLS will collect evidence from teachers and meet with parents. It may be that as a first option; a strengths and difficulties questionnaire is completed. From discussion with parents, a route forward is established either through private diagnosticians or an NHS referral which the Head of Department will complete with the parents.

The DLS department will look at data every half term from the report and grade cards to see if any pupil is not achieving their full potential. These are also analysed by Heads of Year who will liaise with the Head of DLS if necessary. Additionally, when testing takes place for access arrangements during Year 9 by Dr Elizabeth

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Harby, she will also raise with the school and the parents if she feels that there is an undiagnosed need.

Consultant's comments

The robust admissions process gathers data which is used effectively to place the pupil in the school with appropriate support, the school tracks and supports pupil progress using data to inform and put in place appropriate interventions. All departments work closely together providing a targeted response to information, ensuring progress and development of confidence and self-worth. The effectiveness of the tutor input and communication with parents provides a rounded and inclusive approach to supporting pupil learning as part of this process.

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

When pupils are accepted into the school, all reports on these pupils (school reports, references and diagnostic reports) are read and summarised to produce a pupil summary which is shared with all teachers on the school's information platform, ISAMS. Where a diagnosis happens within a school year, the summary is emailed to all teachers of that pupil to bring it to the forefront of their attention. This also happens when strategies for pupils are tweaked. Staff are encouraged to run class lists from ISAMS at the start of every half term to review the strategies for pupils in their classes. They have access to the pupil summaries on ISAMS at all times so can look up individuals as and when appropriate. If a pupil without a pre-existing report is identified as being at risk of SpLD, observations are sought from staff and then strategies shared via ISAMS. Parents will be invited to meet and DLS lessons may be timetabled, or advice and support will be given with seeking potential diagnoses.

On entry to the school, pupils may be offered full time or part time DLS support. If pupils have a diagnosis, but are not in DLS, they will be put on a monitoring list to make sure they are flourishing without extra support. All pupils in KS3 and KS5 who receive DLS support have an individual learning plan. These are written with input from pupils at the start of the academic year and shared with parents so they can see the targets set and suggestions for possible contribution from home. These are reviewed and updated 3 times a year for those in full time DLS and twice for part time pupils. In KS4, DLS pupils receive a full report card to report on progress with GCSE work.

Consultant's comments

The inclusive approach of tutors, parents and pupils provide a scaffold to support pupils in the setting, learning plans are clear and all lessons observed evidence that staff know the targets for individual pupils and the use of the universal strategies support QFT, communication with DLS staff supports a cohesive approach to learning.

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

Parents will be invited into school for a conversation if their child is judged to need a full diagnostic assessment. This could happen at any point in the child's schooling.

When making an application to JCQ for examination access arrangements, the EAA Co-ordinator may advise additional testing and evidence over and above what has been gathered in school and therefore with the permission of parents, pupils may receive testing from Dr Elizabeth Harby APC for examination access arrangement assessment. This may lead to a full diagnostic assessment depending on her findings.

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For other conditions, we would direct parents to either the NHS or other appropriate professionals such as Educational Psychologists or Dyslexia Action. We would support parents with the application process as appropriate.

Consultant's comments

The inclusive and holistic approach to analysis of data to ensure learning indicates that any unmet need would be identified. The commitment of the DLS to support parents in navigating understanding of need enables them to signpost effectively to the appropriate route to assessment if required.

4. Teaching and Learning

4. a How is the week organised?

The teaching week is composed of 5 full days with 7 lessons in a day. Each lesson is 50 minutes long. The school day begins at 8.30am where pupils will either be with their tutor (2 mornings per week), in Chapel, Headmaster's Assembly or Year Head Assembly. Formal teaching begins at 9am. There are two lessons followed by a break, two lessons followed by a lunch hour, 15 minute registration in the afternoon, two lessons and a break and then one final lesson. The school day ends at 4.55pm.

On a Wednesday and Friday, lesson 7 is an enrichment activity where pupils choose a club from a range on offer. Friday lessons 5 and 6 are an enrichment carousel where pupils are able to experience a wide range of extracurricular activities including supporting the local food bank, curling, visiting an animal sanctuary or cycling in local beauty spots.

Consultant's comments

The broad curriculum is designed to support learning and provide balance between academic, physical activity and creativity. The enrichment activities were highlighted by both the parents and the pupils as outstanding and providing unique experiences beyond the school curriculum, enabling pupils who might struggle on a Friday afternoon to have a positive end to their week.

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

SpLD pupils may be given accommodations in lessons which are informed by diagnostic reports, conversations with parents and pupils and teacher recommendations. These are not limited to but include:

- Extra time in tests and examinations
- Use of laptop
- Regular prompting
- Coloured paper/backgrounds on the overhead projector
- Use of Read/Write
- Provided with a visual checklist
- Work broken down into manageable chunks
- One instruction at a time
- Use of fidgets (Bluetac)
- Movement breaks
- Exit card
- Countdown clock/timer

All prep is regular and timetabled so that pupils get used to what subjects they have and on which days. Prep is set using 'assignments' on Microsoft Teams and this can also be accessed via the Pupil and Parent Portals so that pupils can be supported with organisation at home as well as at school.

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In Year 7, we understand that prep on top of a long, full school day can be overwhelming and so this is gradually introduced throughout the first year. Initially, pupils have a settling in project to complete. After the first half term they have English, Maths and Science prep and Languages is added in after Christmas. These preps are set weekly for 20 mins per subject. In the Summer term, alongside their core prep, pupils select a homework project based on one subject to complete. In Year 8, further subjects are introduced and then by Year 9 pupils are expected to complete 3 x 20 minute preps per night. Additionally, pupils need to complete 3 Bedrock Learning sessions per week – one as a prep, one in lessons and one during a morning tutor time. This supports the development of their vocabulary and comprehension of text.

In Years 10 and 11, the demand of prep will increase and pupils who have DLS support are able to bring both prep and school work to their DLS sessions for support with completing this work.

To support pupils with their prep, a study period is timetabled once a week and pupils are also able to select a prep session with a supporting teacher as either one or both of their enrichment clubs. For boarders, a prep session takes place straight after school which for the younger years (and older pupils not reaching targets) is supervised by a member of staff.

Arrangements can be made for individual pupils to have reduced prep and this is decided with the agreement of the Academic and Pastoral Deputy Heads.

Consultant's comments

Prep is appropriately set and managed, parents commented on the level of work being suitable to need and the support of tutors and DLS communicating with subject staff. The digital platform to provide clear instructions and access to information enables individual pupils to succeed and have the support needed.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

Pupils receiving full time DLS have three 50 minute group lessons per week
Pupils receiving part time DLS have one 50 minute group lesson per week
Pupils in the Sixth Form can opt for one or two 50 minute 1:1 sessions per week

In KS3, the DLS lessons are based on topic work to develop the skills needed for the rest of the curriculum and GCSE. Pupils have broad choices in the topics that they choose to research to help them sustain interest and enthusiasm. These topics are introduced at the start of a term with the groups all together and then pupils work in small groups with their designated teacher. Alongside topic/skills work, pupils will complete tasks related to: guided reading, phonics work, reading comprehension, proof reading, vocabulary building or anything that the DLS teacher feels is needed for pupils to reach their targets.

In class support is available for teachers to request and the Head of DLS will also timetable a TA to a class if she feels it would benefit a pupil(s).

Consultant's comments

The provision of support is carefully structured and tailored to meet individual need, in all observed lessons all pupils were on task and engaged with their work. DLS

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and subject staff are in constant communication to ensure that interventions are targeted and access to the curriculum is supported.
 During lesson observations universal strategies compiled into a single list were employed in all lessons, this approach enables overall planning for teachers to support a diverse range of needs, in addition to the universal strategies individual further adjustments were evident, such as; regular overlearning and repetition; clear and concise instructions; repeat instructions; cue by using name; allow extra time; use of visual mapping; support annotation of information; use of larger font size; reminder of purpose; reminder of key words; brief instructions; warning of change; movement breaks; encouragement to persist with task; pupil autonomy in choice in method of recording and revision.
 The use of digital learning enables pupils to avoid having to copy information thus supporting lesson pace and targeted learning.

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

For pupils in DLS, IEPs are completed with input into targets from pupils and parents wherever possible. Subject teachers and tutors may also give input into targets and the review of these at the end of each term. Comments on pupils' end of term reports are also taken into account. Once the DLS teachers have set the targets, these are emailed home and copies are put in pupils' folders so they can clearly see what they are working towards. These are reviewed three times a year for full time DLS and twice a year for part time pupils, with new targets being set as and when appropriate. The reviewed IEP is sent home to parents for their comments.

Please indicate **two examples** enclosed

Enclosed x 2 reviewed documents and a copy of our new format for this year as yet unreviewed

Consultant's comments

The IEP is comprehensive and provides relevant information that outlines targets and how success will be measured.

e Records and record keeping:

Within the DLS Department records of the following are maintained:

- CAT4 results from entry assessments
- Diagnostic reports such as Educational Psychologist reports
- Information relating to examination access arrangements (history of need, staff feedback, use of EAA in internal and mock examinations, assessment scores)
- Records of 1:1 interventions at KS3
- Records of conversations with parents
- General information kept by individual teachers
- Archive of IEPs

Consultant's comments

Records are appropriately stored.

Criterion 3

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

History of provision is comprehensive and outlines interventions and tracking of progress, providing evidence of the focus on meeting individual need

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	Number entered	% grade A-E	BTEC %	Average point score per	Average point score per exam entry
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	12 & 13			D* - D	pupil	
Whole School	73	38	97%	97%	38.7	39.6
SpLD Pupils	31	14	97%	97%	40.7	41.4

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	50	94%	90%	100%	49%	30%	16%
SpLD Pupils	18	89%	89%	100%	59%	24%	12%

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						

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

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

Consultant's comments

The school uses a rich data pool to diligently track and analyse the progress of all pupils. This includes the tracking of examination results to ensure individual pupils, regardless of need, are meeting their potential to inform planning and staff training need

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

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

As the School has a significant percentage of pupils with dyslexia, resources across the school have been developed with the needs of SpLD pupils in mind. Textbooks are selected for the clarity of their layout and explicit glossary and where possible, online versions of these texts are made available.

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There are three main classrooms where DLS is taught all in the same part of the school, so teachers can collaborate easily and pupils always know where they are if they need us. DLS has a wide variety of resources available in a cupboard in the corridor and in a room which has been specifically designated as an office space for DLS (which is also used for 1:1 interventions). Resources include guided reading books (including dyslexia friendly books such as Barrington Stoke), spelling and phonics games, revision guides, language resources and headphones. There are also topic resources such as books and examples of past work as well as online resources stored on the Department Team.

Pupils in Years 10 and 11 are also given access to the examination laptops at certain times in the year so that they can practice using the applications on different laptops. Some of these laptops are also equipped with Read/Write software.

Consultant's comments

Resources within the department are up to date and relevant, lesson observations evidenced that use of resources throughout the school are thoughtfully and carefully employed.

Criterion 5.2

b ICT:

As a Microsoft Showcase School, staff complete regular training updates from Microsoft to keep staff skills at a high level. Our commitment to 21st Century Learning means that integrating ICT into our lessons is an important part of what we do in order to enable our pupils to be digitally literate citizens. All pupils at Bethany have access to a laptop and for many, this is their normal way of working. Laptops also have Read/Write software added and pupils are shown how to use this where appropriate. Teachers use the Microsoft Teams platform which allows us to set assignments, have worksheets on laptops, use immersive reader, make homework easily accessible and communicate easily with pupils and parents. Additionally, all teachers are given laptops and all classrooms have projectors.

All pupils have one lesson a week of Computer Science but teachers also support all pupils with developing their laptop skills in lessons. Pupils in year 7 have a Digital Literacy Passport which they work on when they start at Bethany to ensure they have developed the skills they need to be successful both in and outside school when using technology.

Consultant's comments

ICT and the use of digital devices and software was evidenced in lesson observations as being fully integrated and a normal way of working for pupils. The platform allows staff to be innovative and develop ways of accessing the curriculum that provides additional tools to support access and allow for overlearning which maintains the pace of the lesson, for example creating a short video with examples explaining how to solve a mathematical sum, pupils are able to rewatch on the platform allowing them to gain understanding without having to wait for individual teacher input in the classroom setting. This enabled all pupils to be fully focused and the teacher to take time to have meaningful interactions with individual pupils. The school are developing areas for pupils to use dictation tools to support longer writing tasks, recognising the need for pod areas to avoid distractibility and noise disturbance mindful of the ease and accuracy of dictation tools and their relevance to individual pupil need.

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) and the current JCQ requirements applicable to KS4 & KS5, the need for access arrangements is based upon a

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combination of identified need by subject staff and relevant diagnostic information. On arrival at Bethany If a pupil has an identified learning need or disability that means that he or she is disadvantaged in comparison to other pupils of similar ability the need for an access arrangement will be considered carefully, put in place and monitored for KS3.

During each key stage, teachers are encouraged to raise pupil concerns and are given opportunities to review their normal way of working. In Key Stage 3 this is formally gathered after Year 8 examinations and during Year 9. Throughout Years 7, 8 and 9 we may trial various strategies and gather evidence from all stakeholders to ensure that an arrangement is based on the normal way of working in the classroom and in tests and exams. Wherever possible, access arrangements that enable a pupil to work independently are encouraged.

During Year 9 the DLS Department assess identified pupils who demonstrate 'persistent and significant difficulties', and for whom we hold evidence of need. This specialist assessment, along with evidence of need and normal way of working will then be used to ascertain any appropriate access arrangements in line with the current JCQ regulations and applications will be made where appropriate to facilitate this.

Once agreed access arrangements for pupils are available to all Teachers via ISAMs which is linked to My School Portal for the pupils and their families. After the internal examinations in Years 10, 11, and 12 pupils meet with a member of the DLS team to reflect on the use of their access arrangements and evaluate its appropriateness. On occasion, in consultation with the pupils and if appropriate evidence substantiates this, adjustments may be made or applied for which reflect the pupil's normal way of working.

Consultant's comments

All access arrangements meet the JCQ regulations

Criterion 5.4

d Library:

The library is a welcoming and inclusive environment. It is open every break and at lunchtime and there are opportunities for leadership as a pupil librarian. There are also library clubs such as board games which are open to everyone. The atmosphere is calm and positive and pupils are supported by the librarian to study or socialise.

The library includes a short story section made up of Barrington Stoke books and others which are dyslexia friendly but also age appropriate. These stories are labelled as 'Quick Reads' rather than dyslexia friendly as many pupils are looking for shorter, easy to read books. Additionally, Accessit is available to all pupils which gives access to some eBooks and audiobooks. The eBooks application allows you to change text size, increase spacing, change font, change background and have it black on white, functionality to show syllables of the words and it can highlight parts of speech. Some of the words have picture dictionary as well and a translate function. There are also many more visual books available to borrow such as Manga and Graphic novels. Magazines are also provided to target pupil interests and different reading levels. Twice yearly, a bookfair visits which offers pupils the opportunity to purchase books of a wide interest and reading level.

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Irlen overlays are available in the library to borrow. There is dyslexia friendly text on signage and arrows to make it even more clear. Displays in the library support learning in the classroom and relate to topics this term or local/national themes. The displays change regularly to maintain interest in the space.

In Years 7 – 9 pupils have a library lesson in one of their English lessons, which are verbally introduced by the librarian at the start of the year. As part of this, the librarian may work with reading groups and dyslexia friendly texts are chosen. Information about the English department's reading challenge is displayed and run in the library with pupils receiving rewards at the end of the year for reading at different levels. In Years 10 – 13 the library may be used to silent study with the librarian on hand to support.

Consultant's comments

The library is a well-resourced hub, providing reading resources as well as a space for pupils during break times. There are plentiful activities and a scheme of working as a pupil librarian as well as a variety of book groups. The librarian is proactive in inviting in writers and provides exposure to a broad range of genres

6. Details of Learning Support Provision

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

The DLS Department leads on all aspects of SEND across the school. This includes:

- Ensuring needs of individual pupils are met
- Induction for new staff
- Training/CPD for all staff members (not just limited to teaching staff)
- Liaison with parents, teachers, SLT and outside agencies
- Working with the Registrar on admissions
- Marking entrance assessments
- Visiting prospective new pupils in their school when necessary
- Advising HODs on pupil needs and behaviour
- Contributing to the School's weekly newsletter/blogs
- Pastoral meetings with the Deputy Head Pastoral and Pupil Wellness Officer
- Liaison with the Wellness Centre
- Giving updates on Monday/start of term staff meetings
- Advising HODs on pupil set placements
- Providing 1:1 interventions where necessary

Consultant's comments

The DLS is central within the school and is an essential department providing significant expertise, knowledge and support to staff, pupils and parents.

LSC
6.5 & 6.6

b Organisation of the Learning Centre or equivalent:

The Head of DLS is line managed by the Deputy Head Academic. There are 2 other full time staff in the department (Helen Burns and Emma Duncan) and one of the English department, Frances Healy, works with one year group.

The Sixth Form offer is staffed by two learning support assistants, Sarah Fuller and Caroline Rowell. They also do 1:1 interventions with selected pupils in KS3 and can also support in classrooms.

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We have two teaching assistants who work exclusively in classrooms, Erin Stewart who is full time and also works in boarding and Emma Dear who is part time and also works as an examination invigilator. The department is also supported by two Gap Year pupils who also offer in class support. These pupils change every year from January to December.

Consultant's comments

The DLS is well organised providing a scaffolding of support, using resources effectively to enable pupils both within the classroom and through specific interventions.

LSC 6.6

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

The Head of DLS is a member of the Head of Department team within the school. She generates and oversees the School's policies on SEND and contributes to staff induction for all new staff. All DLS teachers contribute to staff training sessions.

The Head of DLS takes part in learning walks and gives feedback as part of the internal inspection process. She will advise on matters relating to pupils with learning needs to all department heads and through input into HODs meetings has input into curriculum design. The DLS team teach other subjects (EAL, English and Science presently) and therefore are able to support the delivery of these subjects.

Consultant's comments

The Head of DLS is head of department and has input into curriculum design and delivery.

- d Supporting documentation, please indicate enclosed:

- | | | |
|-------|---|-------------------------------|
| vi. | SEN Development Plan (or equivalent) enclosed | Enclosed as Department Review |
| vii. | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | Enclosed |
| viii. | List of known SpLD pupils in school | Available on day of visit |

7. Staffing and Staff Development

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

Mrs Helen Burns (DLS Teacher/EAA Co-ordinator)
BA (Hons) English with Religious Studies (1997)
Qualification: Post Graduate Teaching Certificate (1998)

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Post Graduate Certificate in Coordination of Provision to Meet Special Educational Needs Coordinator Awarded by Canterbury Christ Church University College
September (2003)

Post Graduate Certificate Specialist Assessment for A Specific Learning Difficulty - SpLD Dyslexia (2020)

PGCert NASENCO SEND: National Award for SEN Coordination (2024)

Experience

Teacher of English and SEND since 1998

KS3 English Co-ordinator

Literacy Co-ordinator

Access arrangements Co-ordinator

SENCo

Specialist assessor

Form Tutor

Mrs Emma Duncan (DLS Teacher)

BSc (Hons) Psychology (1997)

PGCE (1999)

Post Graduate Diploma Dyslexia and Literacy (2005)

Post Graduate Certificate Inclusion (2014)

Experience

SENCO at 3 primary schools

Worked in SEND since 2003

Full time DLS teacher

Designated Sustainability Lead

Year 7 Form Tutor

Mrs Frances Healy (English Teacher/DLS Teacher)

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

QTS General Teaching Council 16/6/2008

OCR Level 5 Diploma in Teaching Learners with SpLD Dyslexia

Experience

Housemistress from 1997 to 2010

Teacher of English since 2008

Part time teacher in DLS

Additional Supporting Staff

Mrs Sarah Fuller (LSA)

BSc (Hons) Speech Pathology and Therapy (1997)

Experience

LSA at Bethany and Mayfield since 2017

Mrs Caroline Rowell (LSA)

BA (Hons) Philosophy and Politics (1993)

Level 3 Teaching Assistant (2022)

Experience

Has worked as a LSA at Bethany since 2021 both 1:1 with pupils in the Sixth Form and social skills lower down the school and in class support.

Tutor for Year 9

Miss Erin Stewart (TA)

Experience

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Gap Year Pupil at Bethany (2023 – 24)
TA at Bethany
Boarding Assistant

Mrs Emma Dear (TA)

Experience

Examination invigilator
Sixth Form study supervisor
Part time TA

Additionally, we are supported in classrooms by two GAP pupils every year whom we train internally.

Consultant's comments

Staff have significant expertise and knowledge and are appropriately qualified.

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.)

All teachers working in Dyslexia and Learning Support hold nationally recognised qualifications in the teaching of SpLD pupils.

Consultant's comments

All teachers in the Unit are appropriately qualified

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:

All parents contacted were positive in their response, they commented on the excellent communication, with the tutor acting as an effective bridge between home and school, they expressed they were well informed. They commented on the effectiveness of the DLS support and how they were confident the needs of their children were being met and that they were settled and comfortable. They felt the teachers played to the children's strengths and staff do their job well. They felt the school choose appropriate exam boards to help their children succeed. They commented that whilst the school make adjustments, the children were encouraged to take ownership and be accountable for their work and actions. They described the school as a nurturing environment where their children grow in confidence.

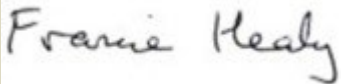

- b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers:

The pupils commented on how they felt seen and heard within the school, staff were kind and supportive and helped them learn by using strategies such as being willing to repeat instructions as often as needed and change their approach so the information could be understood. They enjoy the balance of academic with physical

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and creative activities and spoke positively about the library during less structured times in the day. They all spoke positively about the enrichment activities and how enjoyable they are, including the rock-climbing wall within the classroom and the use of the gym. They affirmed the caring and nurturing environment and friendly community, having come from schools where they felt different, Bethany made them feel one of many, valued and seen.

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:	December 3 rd 2025	Date:	February 2 nd 2026

Please ensure:

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

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

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

Report Summary

For completion by consultants only:

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

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with 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 supports pupils effectively and provides a vibrant caring community to enable pupils to thrive.

Of particular note was:

The Quality First Teaching through a universal strategies approach and status as a Microsoft Showcase School gives pupils access to knowledgeable and experienced teachers who provide engaging and paced lessons where pupils with diverse needs are fully engaged.

The tutor system was praised by parents as providing an effective communication bridge between home and school

The enrichment programme was highlighted by both parents and pupils as being a very positive programme with a huge variety to engage pupils.

The school meets the criteria, and I fully recommend re registration for 3 years.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	

For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:

Consultant's signature:		Chair's signature:	
Helen Farley			
Date:	02/02/26	Date:	