



Council for the Registration of Schools Teaching Dyslexic Pupils

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Registration and Re-Registration Application Form

**Please refer to the guidelines when completing this form
and please limit your application to a maximum of 10 pages**

Yes	New Registration	No	Re-Registration
SPS	Category applied for	N/A	Current category

1. *Date of visit:* 20/6/2012
2. *Name of Consultant(s):* R McCarthy, B McDermott
3. a) **Name and address of school:** Centre Academy East Anglia
Church Road, Brettenham, Ipswich, Suffolk IP7 7QR
Tel: 01449 736404
Fax: 01449 737881
Email: admin@centreacademy.net
Web: www.centreacademy.net
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Dr Duncan Rollo
Title (eg Principal): Principal
Qualifications: BA, MA, Ph.D, Post-Doctoral Fellow
Awarding body: Rowan University (US); Kent State University (US), the London School of Economics

Kim Salthouse
Head of School
BA (Hons), University of East Anglia; M Ed, The Open University; Hornsby Diploma SpLD, Hornsby Centre; Post Grad. Professional Studies in Ed., Difficulties in Literacy Development, The Open University; Certificate in Education, University of East Anglia; Further and Adults Teachers Certificate, City and Guilds

Consultant's comments: Dr Rollo is deeply committed to providing the very best education for the pupils at Centre Academy East Anglia (CAEA) so that each child has the opportunity to succeed academically as well as personally.

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

Name: Kim Salthouse

Title (eg SENCO): see b above

Qualifications:

Awarding body:

Consultant's comments: Mrs Salthouse has a great deal of enthusiasm, experience and knowledge. She too cares deeply about the pupils at CAEA, knows each one individually and is able to provide the support that each one needs. Together they form a motivating team.

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

Tel:

e) **Unit/Senior SpLD teacher's telephone number:**

Tel:

Background and General Information

4. a) **Recent inspections:** Ofsted inspected Centre academy in May 2012

Consultant's comments: Ofsted provided an excellent report for CAEA, with all areas rated either Good or Outstanding.

The quality of provision for pupils' spiritual, moral, social and cultural development was rated outstanding, as was pupils' behaviour.

The inspection report comments that "Teaching is characterised by teachers' sensitive yet firm guidance that enables students to make good progress in a supportive climate....Support for students' individual special needs happens without fuss".

Independent
Schools only

b) **Current membership (eg HMC, ISA etc):**

BDA (British Dyslexia Association); CIS (Council of International Schools); National Private Schools Alliance (US); National Private Schools Accreditation Alliance (US); **NASS (National Association of Independent Schools and Non Maintained Special Schools; ADDISS (Attention Deficit Disorder Information and Support Services); NASEN (National Association for Special Educational Needs); LISA (London International Schools Association)**

The Principal is a Fellow of the Royal Society of the Arts and a Member of the Cum Laude Society.

Consultant's comments: There are some useful memberships here with regard to keeping up to date with good practice.

c) **Department of Education Registration Number:** 935 6058

d) **Numbers, sex and age of pupils:**

		Total	Dyslexic/ SpLD	Accepted age range
Day:	Boys:	10	3 dys; 7 splt	8-15
	Girls:	4	2 dys; 2 splt	5-13
Boarding:	Boys:	21	19 dys; 2splt	10-17
	Girls:	3	1 splt; 2 dys	13-16
Overall total:		38	25splt; 17 dys	

Consultant's comments: Numbers in age ranges have little importance here as pupils socialise and work across age ranges. Neither is category of difficulty of particular importance as pupils are regarded and treated as individuals. Their care and support for each other is a delight to see.

- e) **Class sizes – mainstream:** NA

Consultant's comments:

- f) **Class sizes - special needs:** 4-7

Consultant's comments: Care is taken to place pupils in the right groups (which could include a wide age range). It was obvious that teachers knew their pupils' needs and strengths very well and dealt effectively with both. Pupils are paired or have individual lessons (called tutorials) as needed to support particular difficulties.

DSP4
SPS5

- g) **Aims and philosophy of the whole school:** Centre Academy East Anglia, part of the Centre Academy Schools Group, is a coeducational day and boarding school committed to providing excellence in education for students representing a variety of special educational needs, including Dyslexia, AD/HD, ASD (including Asperger's Syndrome), Speech and Language Difficulties, to name a few. We accept students of varying abilities and talents, and we are dedicated to providing a supportive and nurturing programme for all our students, ages 8-16 in the Middle and Upper Schools, and ages 4-7 in our Lower School Pre-Prep programme so that each may achieve his/her full academic potential within the National Curriculum or other appropriate programmes. We instil within our students an appreciation of those values we believe essential for an effective education: honesty, trust, respect, civility, compassion. We also promote understanding and selflessness within our student population by emphasising community as well as individual responsibility. Finally, we are committed to the belief that excellence in education can best be achieved when a partnership exists between school, student and family.

Consultant's comments: Pupils at Centre Academy feel that they are at the heart of a caring family. They know the parameters regarding behaviour and they expect to be treated fairly. They know that they are expected to treat others in the same way. They progress well educationally and socially.

- h) *For completion by consultants only: Pastoral care arrangements, as relevant to dyslexic students, based on Ofsted/ISI report: The recent Ofsted Inspection did not cover Boarding, but we spoke to teachers and Head of Care as well as visiting the Boarding Houses.*

Careful records are kept of any incidents of any kind and the Head of Care has great firmness and efficiency allied to a depth of down- to- earth sense.

Parents commented on how quickly and efficiently she contacts them and also noted that she contacts them when she has something good to report.

Pupils choose their own pastoral mentor and feel well supported by mentor, tutor and teachers. Any incidents where pupils consider themselves to have been bullied are dealt with swiftly.

Staffing and Staff Development

DSP, SPS,
DU 7; SC,
WS 18; MS
21

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

Anne Shaul

B Ed, Univ. of Lancaster; Post-Grad Certificate in Dyslexia and Literacy, Univ. of York; TEFL

Sandie Whall

B Sc (Hons) Conservation Mgmt., University of East Anglia; Post Grad. Certificat in Education (PGCE), Univ. of East Anglia; Professional Studies in Education (Difficulties in Literary Development), The Open University

Ben Lee

BA (Hons) Geography, Univ. of London; PGCE Geography, Keele Univ. Certificate in Understanding Difficulties in Literacy, Univ. of London;

Working Memory in the Classroom, Sensen; Exam Officer Training; Protecting Children; First Aid; Child Protection

Rebecca Sheldon

B Ed., Rhodes University (South Africa); Honours in Education (Inclusive Education), University of South Africa; Certificate in Teaching Children with Dyslexia, Direct Learning; Certificate in Understanding Children with EBD, The Learning Curve; Post-Graduate Certificate in Literacy Difficulties, The Open University

Vaughan Steward

BSc (Hons), Sport and Exercise Science, University College, Northampton; QTS, Suffolk and Norfolk Initial Teacher Training; British Gymnastics Teachers Award; Child Protection, Barabarani Education Service

Renee Twyford

BA/B Ed, Primary Education, Christian Heritage College (Australia); Certificate in Community Services, Queensland; Child Protection; Grief and Loss Training; Diploma in Early Childhood Education (currently working on)

Matthew Brown

BA (Hons), Music, University of Essex; QTS; First Aid; Child Protection; Post-Grad Certificate in Difficulties in Literacy Development (in progress)

Margo Scott

BSc, Speech Pathology and Therapy, Queen Margaret College, Edinburgh; Johansen Individualised Auditory Stimulation (JIAS); Member, Royal College of Speech and Language Therapists (MRCSLT); Member, Assoc. of Speech and Language Therapists, Independent Practice (MASLTIP)

Susan Bartlett, B Ed, Mathematics, Univ. of Sheffield; Certificate in Education, Sheffield Institute of Education

Jennifer Brown

BA (Hons) Music, Colchester Institute

Diane Blit

B Sc (Hons) Occupational Therapy, Univ. of London; New Zealand Diploma of Occupational Therapy; MSc, University of London; Bobath Approved Certificate (for children with Cerebral Palsy)

Callum Clement Smith

BSc (Hons), Biology, Univ. of Hull

Dorothy Bayer

BA, English, Eastern Kentucky University (US); MA, English, Eastern Kentucky University; ESL, City and Guilds; ESL, Boston University, San Diego University, University of Maryland (all US)

Consultant's comments:

All members of staff are learning support staff. They are well qualified to teach pupils with a variety of special needs.

MS 20

- b) **Staff development and in-service training of learning support staff within last 18 months: Anne Shaul: Differentiation in the Classroom; Asperger's Syndrome: Identification and Strategies for Management; Care of Medicines**

Ben Lee: Asperger's Syndrome: Identification and Strategies for Management

Rebecca Sheldon: Postgraduate Certificate in Professional Studies in Education; Addressing Difficulties in Literacy Development

Alison Beadman (Teaching Ass't) Teaching Assistant Level 3 Diploma; Care of Medicines; Invigilator Training

Kim Salthouse: Asperger's Syndrome: Identification and Strategies for Management

Callum Clement Smith: Literacy in Science; Diploma for the children and Young People's Workforce (in progress)

Matthew Brown: Postgraduate Certificate in Professional Studies in Education (in progress)

Dorothy Bayer: Art & Design GCSE (AQA), meeting at Cambridge

Renee Twyford: Level 3 Diploma for the Children and Young People's Workforce (in progress)
INSET: Report Writing, Dr Rollo

INSET: The IEP: Writing and Target Setting, Mrs Shaul (Sr Teacher)

INSET: Sharing Good Practice, Mrs Shaul

INSET: Use of ICT for SpLD, Mr Lee

INSET: Managing the Group Within and Without the School Environment, Mr Lee

INSET: Behaviour Management: Mrs Salthouse

INSET: GCSE Programmes and Encouragement for Students: Mrs Salthouse, Dr Rollo, Vaughan Steward

INSET: Tutorials: Programmes, Materials, Structure: Mrs Salthouse

Consultant's comments: In-service training has involved all members of staff with some emphasis in developing GCSE courses within the school, target setting and IEP writing.

DSP, SPS 8

- c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD (dyslexic) children (except A level English)? Yes**

Consultant's comments: Certificates for those staff teaching literacy were checked and found to be in order. Lesson observation confirmed that teachers were knowledgeable in this area and great sensitivity as well as humour was evident in all lessons observed.

- d) *For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?*

Consultant's comments: A good depth of knowledge was observed, and activities arranged so that pupils could move around the classroom at times and could learn from each other as well as from their teacher or activity.

Lessons were very much 'hands-on' and it was good to see all pupils engaged and involved.

There is a pleasant relationship between pupils and staff- they respect each other and pupils evidently enjoy the company of their teachers, whether in a Maths lesson or kicking a football around the field!

Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1 & 6.
2

- a) **Policy statement with regard to dyslexic (SpLD) pupils: General policy statement: Centre Academy East Anglia is an independent day and boarding school committed to providing excellence in education for students ages 8-16 (and 4-7 Pre-Prep) with Dyslexia and other specific learning difficulties, including ADD/ADHD, Dyspraxia and Asperger's Syndrome. We provide a supportive and nurturing environment so that each student may achieve his/her full academic potential within the National Curriculum. We emphasise literacy and numeracy across our curricula and we provide strategies and multi-sensory approaches to/for learning for our dyslexic students. We are particularly mindful of the need for differentiation at all levels, and we have in-class provision as well as withdrawal of dyslexic students for one-to-one instruction. In addition to our SENCO (a role currently held by our Head of School), we have a full-time dyslexia specialist, three teachers with Dyslexia qualifications who give one-to-one support, a Speech and Language Therapist (part-time) and an Occupational Therapist (part time).**

The Senior Management Team consists of the Principal, the Head of School and the Senior Teacher. All are intimately involved in reviewing all aspects of the school's dyslexia policy and in the delivery of all of our programmes. The Senior Teacher lives at the school, as does the Principal (two or three days per week).

Led by a highly experienced head teacher, the seven-person Board of Governors embraces expertise from a variety of areas, including law, local community and education. The Board is intimately involved in all aspects of the school and especially its policies and delivery of instruction.

- b) **Admission policy / selection criteria: Centre Academy East Anglia uses a 'rolling admissions policy,' meaning that we accept children at any time of the academic year. We are pleased to accept students whom we believe will be able to profit from our programmes, both academically and socially, and who will also be able to interact successfully with students already at the school, both day and boarding. We do not accept children who have been diagnosed as having behavioural, social and emotional difficulties. Our admissions process begins with a written or telephone enquiry to either the Principal or the Head of School; this is followed by our receipt of a child's previous records, to include a reasonably current report by an educational psychologist and school reports. If this information tends to support the child's application, we then schedule an interview with parents and child. The final step is a short trial period—one to two days for a day student; two nights and three days for a boarding student.**

Much of the induction process falls to the student's Tutor. The Tutor is a teacher who will work very closely with the student and will have primary responsibility for his/her academic and social progress. The Tutor meets frequently with his/her tutoring group throughout the week in activities such as Circle Time, and also takes a leading role in informal discussions with parents and during Parent-Teacher conferences, which are held twice each year (and on request at other times as well).

Consultant's comments: Parents, pupils and teachers confirmed that the systems referred to above reflect what happens. There is a great deal of expertise available to and made good use of by CAEA.

Decisions regarding admissions to the school are taken very carefully so that current pupils' interests are safeguarded as well as the needs of prospective pupils.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** Centre Academy East Anglia is committed to differentiation and dialogue, as indicated above. We provide education programmes that are carefully differentiated throughout the school. These use a wide range of multi-sensory teaching strategies, which are both additional to and different from those found in most mainstream and independent schools. All teachers have a responsibility to make themselves aware of the needs of all of our dyslexic students in their classes. They are expected to meet the needs of these students, and this is reflected in their lesson plans, differentiation and choice of teaching methods. Staff have a responsibility to support each other when managing the learning needs of dyslexic students. Central to this is having regular team meetings—what we call ‘strategy sessions’—about specific students, using the dyslexic and other specialists within the team in key and supportive roles, contributing to individual education plans, and maintaining an appropriate dialogue with parents regarding a child's progress.

It is significant to note that the entire staff, led by the Head of School and the Principal, participates in a 40 minute meeting each week to discuss the progress made by and challenges faced by individual children. In addition, there is frequently another meeting held weekly to discuss strategies for particular students. In addition, we hold regular INSET sessions throughout the academic year. We are especially proud of our annual Special Needs Symposium held not only for the current school community but also open to persons who are interested in learning about Dyslexia and other SEN. Last year's symposium was well-attended and featured experts in SEN education, the legal aspects of special needs, and the importance of counselling for students with SEN and their parents. The gathering received significant exposure through press and radio, including three radio interviews given by the Principal. This year's Symposium will feature one of the leading SEN medical practitioners, a university professor who is pioneering Brain Training, a legal representative and a specialist in ICT for special needs students.

Good records of progress are kept and it is clear from these that good academic as well as social progress is made.

School Organisation

7. a) **How is the week organised?** Each day begins with a morning assembly led usually by the Senior Teacher, the Head of School or a subject teacher; in some instances, the assembly is student-led. Following the 25 minute assembly, each day, with the exception of Friday, contains 9 daily lessons, varying in length from 35 to 45 minutes; English and Maths are always

given the lengthiest class periods. There is a 20 minute mid-morning break. Lunch involves 90 minutes, but about one-third of this is spent in the lunch room and the remainder of the time outside playing games or using the time for the library or related pursuits. The last class finishes at 4:45 and this is followed by a games period that ends at 6:00. There are supervised prep periods throughout the day, and boarding students also have supervised evening prep. School dismissal on Fridays is at 3:10, which allows parents to collect their children and also gives school personnel time to take certain boarding children to the train station.

Consultant's comments: Consultant's comments: The morning Maths and English lessons observed were 45 Minutes long. Well divided up into introduction, activity and summary. The afternoon lessons after games were 35 minutes long and more practical involving project work and discussion

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** As we are a school for special needs students, all work is differentiated in terms of content and quantity. We also allow for the difficulties some students may have with regard to the amount of work they can complete in a given amount of time. Tutors ensure that all students have clear homework instructions written in their diaries and fully understand what is expected of them. Teachers make themselves available during all prep periods, and those conducting evening prep for the boarding students must also be aware of the parameters of all homework assignments. In addition, we have introduced a Prep Assignment Book; this is kept in the teachers' room and contains all assignments given by all teachers each day; it reveals what has been assigned and it also indicates the amount of time that has been allocated for each assignment, especially valuable for teachers working in the prep groupings. We encourage parents to check the homework diaries so that they are aware of the assignments and can therefore keep up to speed on what a child is doing in this or that class.

Consultant's comments: The worksheets in lessons are adapted for individual needs and also those used for Prep. The Prep Assignment Book is kept on the table in the staff room and has been filled in by various members of staff.

Identification and Assessment

- Criteria 1; DSP, SPS 6 8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:** We require a current report by an Educational Psychologist as a major part of our admissions policy, and this will be augmented by reports from a child's current and previous schools. If a child is Statemented, we also require a copy of that document, paying particular attention to the diagnosis. Such checks are further complemented by our requirement of a trial period for all students, and during this period we pay particular attention to what our teachers find about the visiting student. Following the trial period, each teacher who has worked with the child submits a brief written assessment to the Head of School.

Consultant's comments: As previously remarked, great care is taken to ensure that admissions are accepted for the good of the school community as well as the prospective student. Systems used for this evaluation of pupils seeking admission are effective.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** In addition to the above, we also check for dyslexia through our own testing procedures when, that is, we suspect that a child may be dyslexic; this would be based on teacher comments and concerns discussed during our staff and other meetings.

Consultant's comments: Most of the pupils at Centre Academy come to the school with an assessment already in place. Should it be felt that a further assessment is necessary, there is ample expertise available to do this, either within or outside school.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):**We will request that a current student who shows dyslexic tendencies be tested by an educational psychologist. We have a list of educational psychologists we work with, although a family is certainly free to get in touch with someone who is not on the list. In most instances, when we suspect that a child would profit from a full assessment, the Principal or the Head of School will make the initial contact with the educational psychologist; this is usually done via a telephone call followed by a letter specifying our concerns and the reason(s) for them. The educational psychologists we usually work with will, following the consultation and assessment, ask the school to carry out checks for progress, developments etc. This is also true when a child has been placed on medication. Naturally, all of the above is done in full co-operation with the parent and with all correspondence shared.

Consultant's comments: Parents and documentation confirm that this is the case.

Teaching and Learning

MS & DU 9.
12; MS &
SC 17; MS
& WS 19

- a) **Lesson preparation and delivery to meet the needs of dyslexics:** At Centre Academy East Anglia, all teachers are responsible for planning schemes of work; these documents are reviewed by the Head of School and are characterised by very carefully detailed indications of differentiation and other strategies that reflect the needs and the individual learning situations of individual students. Similarly, all teachers are expected to use lesson plans that, again, reflect the learning situations and needs of students in relation to a particular theme or lesson on a given day. All students up to the age of 14 (when they will usually begin working on GCSEs) are streamed according to their levels of literacy and numeracy.

We are religious about passing on all information to parents concerning what is being taught and what they might expect. In this regard, we use our Coffee Mornings to make these points and we devote the greatest amount of time during our Parent-Teacher Conferences (held during the first and third terms) to explore what we are teaching and our strategy for individual students. We also use a variety of our publications, such as our GCSE brochure, to help ensure that there are no surprises for our parent community. Finally, we use our twice-per-term School Newsletter to explain all that is being done within the classroom and the curriculum.

Consultant's comments: There was clear evidence that classes are streamed according to pupils' levels of literacy and numeracy rather than age. Parents commented on good communication from the school including weekly e-mails.

- b) **Use of IEPs:** Our IEPs are written by our Head of School (who also functions as our SENCO) in consultation with the Senior Teacher, our Speech and Language Therapist and Occupational Therapist following consultation with all teachers. This ensures that goals and targets are relevant and precise; these are reviewed regularly and updated following staff meetings and strategy sessions that focus on the progress a child is making.

Consultant's comments: The IEPs set clear targets for each pupil but a section allowing a pupil's own comments and targets would be an improvement.

- c) **Records and record keeping:** We have a central admissions file for each student that is kept in the main office. Each file contains information such as reports by an educational psychologist, a Statement, Annual Reviews, IEPs, records from previous schools, correspondence between the school and the parents, a medical file and any other information reflective of a child's situation, background and needs. This information is easily accessible to teaching staff and other personnel at all times.

In addition, our Head of Care keeps medical records for all students in our medical room, and these are updated regularly. Other records are kept by the Examinations Officer strictly under lock and key. Finally, the central office maintains a record of attendance, punctuality and academic reports for all students.

Consultant's comments: Pupil records were made available and were in good order.

- Criterion 3 e) **Impact of provision – assessment summary** (only fill in the Key Stages relevant to your school):

A Level (GCE)	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School					
Dyslexic (SpLD) Pupils					

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	14	86%		
Dyslexic (SpLD) Pupils	10	86%		

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	4						
Dyslexic (SpLD) Pupils	2						

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

- f) **Any other relevant information, eg details of any other examinations taken, Reading and Spelling age assessments:** A development this year has been the inauguration of a new reading, spelling, comprehension set of tests for literacy and also new tests for numeracy. These tests not only help chart a child's progress within the context of the school but also reveal to parents percentiles that give them the opportunity to see their child's situation when measured against children throughout UK in mainstream and non-specialist learning environments.

Consultant's comments: It should be noted that the GCSE figure of an 86% pass rate is based on prediction. This is the first year that Centre Academy has accepted pupils who are in the age range to take GCSEs. Numbers given for Key Stages 1 and 2 are numbers of students who fall into those age groups rather than examination results. Formal testing is kept to a minimum as many of the pupils would find such testing stressful.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Data relating to access arrangements is kept under lock and key by the Examinations Officer. By using appropriate testing, we are careful to ensure that a dyslexic child will be given all appropriate considerations in examination situations.

All special and Access Arrangements are established and arranged in accordance with strict guidelines through the main examination boards including OCR, EDEXCEL and AQA. They are overseen by our Examinations Officer. On occasion, Access Arrangements may be specified by an external source such as an LEA educational psychologist.

Consultant's comments: Access Arrangements documentation was made available and was in order.

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Eight pupils came to talk to us- two girls and six boys from age 10 to age 16. One pupil had been at the school for 4 years and one who had left before Centre Academy took over had returned. Two pupils had moved from the London sister school in order to board. All pupils were delighted to be there. They felt that they were part of a family "we all mix together...we all know each other". They appreciated their teachers: "Teachers here make it interesting"; "Teachers here help you, they're helping and encouraging"; "I like the small classes".*

The girls were not in the least worried by being in a minority. All the pupils we met preferred CAEA to their previous school, where several had been bullied. They had no concerns about being bullied at CA.

All of them want to stay at CAEA- some until age 18 (this will be possible from September, when the American High School Diploma will be offered for the 16-18 age group).

The pupils were a pleasure to talk to- they were polite, honest, confident and engaging. They were a great reference for the school.

Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

- 10 a) **General resources for teaching dyslexic (SpLD) pupils:** In keeping with the specialist nature of the school, we employ a broad range of resources. These include computer programmes, video and audio tapes, manipulatives, spelling and other literacy-based programmes, special pens, laptop computers, flash-cards, special reading, spelling and other literacy-based programmes and two interactive (Smart) boards. We also use projectors and all of our students have lessons in touch-typing and other aspects of the ICT world.

Consultant's comments: The school is well resourced for teaching pupils with SpLDs. In observed lessons teachers could clearly demonstrate the use of worksheets adapted for individual needs within their group.

- b) **Library:** Centre Academy East Anglia has a reference and reading library that is well-used by all our students. In addition, the staff room houses a number of dyslexia and other books, and the Head of School's office and the Principal's office also are used as additional resource centres.

Consultant's comments: The library is a bright comfortable room, used by pupils in out of school hours, to relax, read and watch television. Most reading books are kept in classrooms but are available for borrowing. The books have a range of reading ages and interest levels.

- c) **ICT:** The school's ICT headquarters is housed in a 'Portakabin' that has been specially adapted. It boasts a large collection of modern PCs and recently we have had an interactive white board established in the ICT room; this is used extensively for instruction for all levels of our student body. All students at the school are timetabled for ICT classes. In these, they learn touch-typing, word processing and related skills, and they are tested each term to assess their progress. The ICT room is available during certain prep periods, and this is particularly true with evening prep; all prep sessions in the ICT room and elsewhere are fully supervised by teaching and care staff.

Consultant's comments: In addition to the ICT noted above, all pupils doing GCSEs have a laptop and there are plans to install another interactive whiteboard and to update some of the computers. There are currently more computers than pupils. The new portakabin has enough new computers to allow two groups to work together on a variety of ICT skills.

Statement of Special Educational Needs

11. a) **School policy:** Centre Academy East Anglia currently has 15 students with statements of special educational needs; of these, 8 children are funded by LEAs. All statemented students have annual reviews and these are currently carried out by the Head of School. We are also careful to co-ordinate all communications between the school and external agencies, and this information is passed to all relevant teachers and care staff personnel, as necessary. Files for statemented students are kept in the main office and the file cabinets are locked.

Consultant's comments: These pupils with Statements come from 7 different Local Authorities, and Centre Academy uses the LA's particular documentation, so this is quite an undertaking. It is clearly carried out correctly and efficiently.

- b) **Types of stated needs accepted: Dyslexia, AD/HD, ASD, Dyscalculia, Dyspraxia, Speech and Language difficulties.** The school addresses all applications on a case-by-case basis. We do not accept children who have been identified with behavioural/emotional difficulties as a primary diagnosis.



Consultant's comments: The priority at CAEA is the individual child rather than the particular category of difficulty: hence the case-by-case decision. There are some astounding successes amongst their pupils, some of whom arrived with severe difficulties.

- c) **Number of stated pupils: 15**

Consultant's comments: This represents 43% of pupils all of whom have severe difficulties.

Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

12. For completion by consultants only: **Parent Contacts:** Six parents were contacted and asked to give their views about the school. All six gave glowing reports all of them commenting on increased confidence, "a different child", "has come on tenfold", "absolutely stunned at the change in him". They also commented on good communication with the school, "school e-mails weekly and will ring to tell you he is happy". The parents are happy with the arrangements for GCSE and the fact that they can spread them out over two years if necessary. All parents said that they would recommend the school to other parents.

13.	Head's / Principal's signature confirming accuracy of school's information (pre-visit):  Date: <u>12 July 2012</u>	Head's / Principal's signature confirming agreement to consultant's comments (post-visit):  Date: <u>12 July 2012</u>
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14. For completion by consultants only: **Summary of Report including whether acceptance is recommended:**
Acceptance is fully recommended. This school is doing an extremely impressive job. It is enabling children who have not been able to cope, or would not cope well with a mainstream education, to become enthusiastic and independent learners. It was a great pleasure to observe the way in which pupils looked after each other and to note how carefully teachers included all their pupils in lessons that were interactive and multi-sensory. Pupils like their school and respect their teachers. They are comfortable there, which is not to say that they are not pushed and challenged, rather that they are enabled to accept the challenge. It was a privilege to visit CAEA.

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

Criteria	SPS
1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>
7	<input type="checkbox"/>
8	<input type="checkbox"/>
9	<input type="checkbox"/>

For Office Use Only

15.	Category proposed: SPS
	Consultant's name(s): R. McCarthy B. McDermott
	<p>Consultant's signature(s): <i>B.M. Dermott</i> <i>PP. R McCarthy</i></p> <p>Date: <i>9th July 2012</i></p>
16.	Approval registration number:
17.	Chairman's name:
	<p>Chairman's signature: <i>Brendan Wyle</i></p> <p>Date: <i>25th October 2012</i></p>