



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
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Re-registration Application Form Category SPS – Specialist Provision

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

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the re-registration process is **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?	SPS	Change of Category?	/NO	Category applied for	SPS
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Contact Details

Name of person completing form: Mrs Kim Salthouse
Tel: 01449 736404
Email: ksalthouse@centreacademy.net

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: Lara West
Tel: 01449 736404
Email: admin@centreacademy.net

Date of visit: Thursday 25th February 2016
Name of Consultant(s): Fay Cookson

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

School Details

Name of school: Centre Academy East Anglia
Address of school: Church Road, Brettenham, Ipswich, Suffolk
Telephone: 01449 736404 Fax: 01449 737881
Email: admin@centreacademy.net
Website: www.centreacademy.net

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

Name: Dr Duncan Rollo
Title (e.g. Principal): Principal of the Centre Academy Schools, London and East Anglia
Head/Principal's telephone number if different from above: 01449 736404
Qualifications: PhD; MA; Post-Doc Fellow; RSA Fellow; CReSTeD Board Member
Awarding body: Rowan University (US); Kent State University (US), the London School of Economics

Consultant's comments

Dr Rollo's qualifications and experience speak for themselves. He is passionate about offering all-round education to pupils who experience learning differences. He believes in each child's or young person's ability to succeed, not only on a personal level but also to realise their academic potential. The happy, family atmosphere at Centre Academy and the range of successes achieved are testament to his beliefs.

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

Name: Mrs Kim Salthouse
Title (e.g. SENCO): Head of School
Telephone number if different from above: 01449 736404
Qualifications: M Ed; BA(Hons); PG Dip; PGCSE; Cert Ed
Awarding body: The Open University; University of East Anglia; Hornsby Diploma; City and Guilds

Consultant's comments

Mrs Salthouse has a wealth of Specialist Provision experience and has excellent qualifications in the field of Special Education. She is an enthusiastic, energetic Head, who inspires similar qualities in her teaching team. Her knowledge of every pupil is evidenced by the personal profiles and individual learning programmes produced for each one.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	935/6058		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 22	22	5-19
		Girls: 5	5	5-19
	Boarding:	Boys: 10	10	11-19
		Girls: 6	6	11-19
	Overall total:	43	43	5-19

Consultant's comments

At the last CReSTeD visit (June 2012) the consultants found that 'Numbers in age ranges have little importance here as pupils socialise and work across age ranges..... Their care and support for each other is a delight to see.' This is still the case and although there are minor fluctuations of pupil numbers and Specific Learning Difficulties catered for, the way in which pupils interact and care for each other remains a delight.

c) Class sizes – mainstream: Small Group

Consultant's comments

The very small classes are an ideal setting for effective teaching and learning and individual support.

d) Class sizes – learning support: Small Group or one to one

Consultant's comments

All learning support is given in very small groups, or one to one, which is a perfect arrangement for the needs of the pupils.

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

An Ofsted Welfare Only inspection took place in February 2015. Residential provision was found to be adequate. Pupils reported that they 'felt safe and do not experience any bullying within the school.' They are 'positive regarding the academic progress they make and the social aspects of the school.' The inspection found that 'Pupils are valued as individuals and encouraged to develop their unique talents and academic strengths.'

Independent
Schools
only

f) Current membership (e.g. HMC, ISA etc.): BDA; 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); LLISA (London International Schools Association)
The Principal is a Fellow of the Royal Society of the Arts and a Member of

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the Cum Laude Society

Consultant's comments

This is an impressive list of current membership, providing useful links and professional input for the variety of needs catered for.

- g) Please supply the following documentation:
 - i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed
 - or provide link to view reports via the internet
 - ii. **Recent Inspection reports**, please indicate copy enclosed
 - or provide link to view reports via the internet
 - iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed

£27,000.00 to
£38,000.00

or provide link to view information via the internet

Consultant's comments

Individual support and Specialist tuition is inclusive.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

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

Aims and Philosophy of the whole school: Centre Academy East Anglia, part of the Centre Academy Schools Group, is a coeducational day and residential special 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 - 19 in the Middle and Upper Schools and 5 – 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 are committed to ensuring that when a child leaves CAEA, he/she will have appropriate qualifications to go on to higher education, either at the college or university level; in essence, our students when a student leaves our school, that student will have options. 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

The aims of Centre Academy are laudable and there is strong evidence to show that these aims are fulfilled in day to day practice.

Criteria
1 & 2

- b) Please indicate copy of **Staff Handbook** (SH) enclosed
- c) If not within SH, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:

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

Support for policy from Senior Management Team:

The Senior Management Team is comprised of three highly trained and experienced persons: (1) the Teaching and Learning Coordinator; (2) the Curriculum Coordinator/Examinations Officer; (3) the Designated Safeguarding Lead. Collectively, these individuals have responsibility for many of the key components/policies of the school and accordingly meet regularly with individual teachers as necessary and take a leading role in the bi-weekly staff meeting. Most importantly, they meet each week with the Head of School and the Principal, during which there is a systematic review of policies and the effectiveness of each.

Support for policy from Governing Board:

The Governing Board is comprised of six professionals, most with significant experience with SEN. The Chair is a former Headmaster and independent school proprietor and is supported by the Heads of School of Centre Academy East Anglia and Centre Academy London, and the Principal of both schools. The Board also includes a solicitor whose expertise is educational law and whose practice is exclusively focused on assisting parents with children facing learning difficulties. Our Parent Representative is a highly experienced educator who has two children at the school and who is also very active with the Parent Community. The Governing Board meets at least twice each term, and frequently is assisted by the assessments that our Independent Visitor, a retired deputy head of school, provides. The Board operates from an agenda and this tends to focus on policy-related issues.

Consultant's comments

The Policy for SEND/SpLD is clearly defined and rigorously applied. The Governing Board and Senior Management Team are 100% supportive of the school's SEND/SpLD policy. The Admissions Policy, Selection Criteria, Identification and Assessment are thorough and meet the needs of the pupils in an appropriate manner.

Criterion 4

- d) Give specific examples of the whole school response to 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 members 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.

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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 which cover the various aspects of working with students of a wide age range with SEN. 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 which is now scheduled for the Summer Term 2016, to include teachers from mainstream schools in Suffolk.

Consultant's comments

As a Specialist school there is naturally an excellent whole-school response to SEND/SpLD from the well qualified staff.

- e) Number of statemented pupils: 35

Consultant's comments

It is a credit to the School that a number of LEAs entrust the education and care of so many pupils to Centre Academy.

- f) Types of statemented needs accepted:

Dyslexia; Dyscalculia; ASD; Aspergers; ADHD; ADD

Consultant's comments

The school appears to be meeting fully the needs of all its Statemented pupils.

Independent
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only

3. Identification and Assessment

Criterion 1
DSP &
SPS 6.9

3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:

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

Identification and Assessment are well designed in order to establish the specific needs of each pupil. The 'trial periods' are particularly helpful as a means of ensuring that Centre Academy is the best place for each prospective pupil.

- b) Give details of what action you take when children are identified as at risk of SpLD
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. If this is the case staff members are made aware and, in some instances, specialist 1:1 teaching with our SENCo is implemented.

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Consultant's comments

The School is highly vigilant regarding the possibility that specific difficulties can co-exist and dyslexia may have been hidden by other areas of need. The testing procedures are a valuable way of informing future teaching strategies.

- c) Give details of how children in your school can access a full assessment for SpLD
- We will request that a current student who shows dyslexic tendencies be tested by an educational psychologist. We have a list of psychologists we work with, although the family may decide 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 : 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

Pupils are in an ideal situation, with specialists on hand to carry out full assessment for SpLD.

4. Teaching and Learning

4. a) How is the week organised?

See attached timetables

Consultant's comments

The carefully thought out weekly timetables work well.

- b) Details of arrangements for 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 /or on the 'My Homework Programme'. 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 with what a child is doing in this or that class.

Consultant's comments

Every effort is made to support the pupils with prep/homework. Pupils can stay to complete prep assignments at school, taking the stress out of tasks being carried out at home.

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

- Curriculum subjects
- Literacy support

Criterion
3 & 4

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

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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.

Literacy support is emphasised with extra tutorials for those pupils/students who require it.

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, second 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 weekly School Newsletter to explain all that is being done within the classroom and the curriculum. It is important to note that parents are encouraged to make individual appointments with teachers and the Head of School or the Principal whenever a conversation is desired.

Consultant's comments

A number of lessons were observed during the visit. These took place in bright, stimulating classrooms and were multi-sensory, with a variety of resources used to good effect. The lessons were well prepared and lesson plans were available, showing differentiated tasks for the learning needs of the pupils. The teaching was very good and in some cases excellent. The pupils were engaged in their learning, making choices and offering opinions, which were listened to by their teachers and peers. Teachers demonstrated adaptability and good humour and there was an overall sense of achievement and enjoyment in the classes observed. It was particularly impressive listening to the views of the young adults in the High School Diploma current affairs class.

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

Our Provision Plans are written by the individual tutors, in consultation with the school's Speech and Language and Occupational therapists and with input from the relevant subject teachers. This ensures that goals and targets are relevant and precise; these are reviewed termly and updated following staff meetings and strategy sessions that focus on the progress the student is making.

Please indicate **two examples** enclosed

See attached

Consultant's comments

These are very good working documents which track progress, inform teaching strategies and allow pupils to work towards achievable targets.

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e) 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 indicative 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 Medications Officer 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.

Consultant's comments

Records were inspected during the visit and are clear, informative and well kept.

Criterion 3

- f) For comment by consultants only: Review history and provision made for two pupils. The history kept and provision made for all pupils in the school is thoroughly documented and updated. Provision is highly individualised and adjusted according to need. Progression is monitored and successful interventions recorded, informing the on-going support required for each pupil.

Criterion 3

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

A-Level (GCE) and High School Diploma	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	N/A				
SpLD Pupils	N/A				
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	6	16%	16%	100%	
SpLD Pupils	6	16%	16%	100%	
Key Stage 2	No. of Year 6 pupils entered	English L4+ A/D	Maths L4+ A/D	Science L4+ A/D	
Whole School	0				
SpLD Pupils	0				
Key Stage 1	No. of Year 2 pupils entered	English L2+ A/D	Maths L2+ A/D	Science L2+ A/D	
Whole School	0				
Dyslexic Pupils	0				

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

Additionally, we use reading, spelling, comprehension tests for literacy and also for numeracy on a yearly basis. 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 the UK in mainstream and non-specialist learning environments. The test results also inform planning.

CAEA uses the American High School Diploma in place of A-levels; the Diploma is course-work instead of examination-based, and this reduces significantly the anxiety that many special needs students experience in examination situations. Students also profit from the continual assessment system that the Diploma features. This qualification is accepted by all UK universities, and since the programme started at CAEA, all Diploma graduates have succeeded in gaining admission to university.

Consultant's comments

The pupils do well academically, with measurable progress in evidence. The introduction of the High School Diploma has opened up excellent opportunities for Sixth formers, with a good number taking up University places.

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

- Criterion 5.1 5. a) General resources for teaching 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. Additionally we focus on internet safety with special lessons and presentations provided.

Consultant's comments

The school is well resourced for a variety of learning requirements.

- Criterion 5.2 b) ICT:

ICT is housed in a 'Portakabin' that has been specially adapted. It boasts a large collection of modern PCs and 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, business 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. In addition to the ICT noted all students in the senior school are encouraged to use Lap-tops for their individual use.

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Criterion 5.3	<p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p><i>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.</i></p>
Criterion 5.4	<p>d) Library:</p> <p><i>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.</i></p>

Consultant's comments

ICT provision is excellent. Pupils are taught a range of ICT skills and the use of laptops in class or examinations is encouraged for those who prefer this method of working.

Consultant's comments

In-house assessment ensures that pupils have appropriate Examination Access Arrangements in place; reflecting their usual way of working. Pupils are also given ample opportunity to practise using these arrangements in tests and mock examination situations.

Consultant's comments

The school has a small but well stocked library, conducive to the enjoyment of reading or carrying out research in a comfortable setting.

6. Details of Learning Support Provision

- SPS 6.2 6. a) Role of the Learning Support Department within the school:
Specialist school.
Consultant's comments
- b) Organisation of the Learning Centre or equivalent:
As above
Consultant's comments
- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
As above
Consultant's comments
The Centre Academy is a specialist school for pupils with a variety of learning differences and needs. The curriculum is designed and delivered to meet these needs.

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The Director and Head Teacher work tirelessly to provide curricula which are appropriate and accessible to all pupils.

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|--|--|--------------|
| d) Supporting documentation, please indicate enclosed: | | |
| i. | SEN Development Plan (or equivalent) enclosed | See attached |
| ii. | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | See attached |
| iii. | List of known SpLD pupils in school | See attached |

7. Staffing and Staff Development

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

See staff list attached

Consultant's comments

All the teachers at the school are learning support staff and are well qualified and suitably experienced

SPS 7.3 b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

All staff have significant experience with special needs students. Many, including the Head of School have nationally recognised qualifications in the teaching of SpLD students.

Consultant's comments

All English teachers and those teaching literacy have the appropriate qualifications.

MS Only f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):

Consultant's comments

Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?

All members of staff observed demonstrated a high level of ability to meet the specific needs of their pupils.

8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent Schools only 8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

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For completion by consultants only: Parent Contacts:

Parents spoken to were unanimous in their praise of the school, of Dr Rollo's vision for the all-round education of their children and of Mrs. Salthouse's ability to make this a reality. They felt that children are given 'opportunity and chance' at Centre Academy. One mother, whose daughter's self-esteem had previously been 'eroded' said her daughter now 'believes in herself.' It was agreed that this is a friendly, happy school for boarders and day pupils alike. Teachers were said to be 'amazingly good at communicating' and demonstrate 'insight and imagination,' 'infectious enthusiasm,' and go 'beyond the call of duty.' Past pupils of the school, who are now on the staff, were described as 'inspiring role models.' Parents said they 'could not speak highly enough' of the way the school had dealt with their children's needs and of the excellent support given. It was reported that 'there is always someone there to champion my son's cause'.

Overall, parents appreciate the fact that their views are taken into consideration and like the common sense approach taken by the school. One parent said the school has made a positive change to the way her son learns and has 'given him confidence and independence.' Another added that before attending Centre Academy it had been suggested that her child should be on medication, to alleviate anxiety. Due to the level of 'care and compassion received at the school' this is not now deemed necessary. The introduction of The High School Diploma is generally regarded as a 'wonderful scheme.' No negative comments were recorded.

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

A group of seven, mixed age-range pupils were spoken to informally. All were friendly and articulate and willing to give their views about their school. They spoke of 'caring' staff and described the school as a 'second home' and 'a place you can trust.' One pupil said 'if you have had hard times it is the place to come to' and if 'things were sometimes difficult at home it would be good to be at this school.' Another added that 'it gives you independence' and 'builds your confidence.' The group agreed that because nothing is ever 'quite perfect' they would like 'more sport' and a 'new science room'. They would highly recommend the school to others.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):



Head of School



Principal of Centre Academy Schools

Date:

22/02/16

Head's / Principal's signature confirming agreement to consultant's comments (post-visit):



Date: 4/03/16

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Please ensure:

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

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

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

Report Summary

For completion by consultants only:

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

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

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	√
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	√
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	√
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	√
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	√
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	√
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	√
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	√
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	√

Criteria	SPS
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	√
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	√
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.	√
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	√

Report Summary

Summary of Report including whether acceptance is recommended:

Centre Academy East Anglia is an extraordinary school, which could rightly be described as unique. Housed in a mixture of characterful, old buildings and modern, mobile classrooms, the rural setting of the school is delightful. Pupils who would possibly find, or have found, mainstream schooling a challenge are supported fully and sensitively by the dedicated team of multi-disciplinary, specialist teachers and therapists. The pupils love their school and flourish in the friendly, family atmosphere. Pupils of all ages and abilities socialise well and enjoy a range of extra-curricular activities. Pupils gain confidence and self-esteem and are successful not only academically but also achieve a range of life skills and become independent learners. Parents are confident in the school's ability to provide individually tailored programmes for their children. They could not speak highly enough of Dr Rollo, Mrs Salthouse and the staff as a whole. This is a special school in every sense of the word. It is recommended that it should retain its CReSTeD Specialist Provision (SPS) Category.

For Office Use Only

Category proposed:

Consultant's name(s):

Fay Cookson

Consultant's signature:



Date: 3/3/16

Chairman's signature:

Date: