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Registration / 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 registration / 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? (re-reg only)	SPS	Change of Category? (re-reg only)	NO	Category applied for (re-reg only)	SPS
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Contact Details

Name of person completing form:	Tanya Moran
Tel:	02037505526
Email:	tanya.moran@abingdonhouseschool.co.uk

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

Name of contact:	Jenny Fromer
Tel:	02037505526
Email:	jenny.fromer@abingdonhouseschool.co.uk

Date of visit:	15 th of October 2018
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It is not always necessary for consultant to enter comments, in which case the field will be left blank.

Name of Consultant(s):

Anne Sherrard

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

School Details			
Name of school:	Abingdon House School		
Address of school:	Broadley Terrace, London, NW1 6LG		
Telephone:	02037505526	Fax:	
Email:	ahs@abingdonhouseschool.co.uk		
Website:	https://www.abingdonhouseschool.co.uk/		

Name and qualifications of Head/Principal, with title used:	
Name:	Tanya Moran
Title (e.g. Principal):	Headteacher
Head/Principal's telephone number if different from above:	
Qualifications:	BSc (Honours), Bachelor of Education, Level 5 Certificate in Understanding Autism (in progress)
Awarding body:	Queen's University Canada, Canterbury Christchurch University
<p>The headteacher is well versed in the SpLD/SEND world and this is her second headship of a specialist school. She is also the Vice Chair of the Board of Governors and Governor for SEND and Safeguarding at a Southwest London School. She gives all around her confidence and the children too clearly feel secure in her positive and effective approach.</p>	

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:	
Name:	Susannah Harris
Title (e.g. SENCO):	Head of SEN
Telephone number if different from above:	
Qualifications:	BSc (Hons), PGCE, OCR Level 5 Diploma in Teaching Learners with Specific Learning Difficulties (Dyslexia), Level 5 Autism Certificate Understanding Autism in Your School (Currently completing)
Awarding body:	OCR
<p>These are appropriate qualifications; the SENCo is clearly very experienced and has much expertise.</p>	

Fees are £10,750 per term including all therapy sessions (breakfast and homework club are available for a charge as additional provision: charged for music lessons are also available). Class sizes are small and pupils have access to SEND/SpLD specialist teachers, occupational therapists, speech and language therapists as well as physiotherapists at no extra charge. Parents also feel that this means much saving of time and energy and not having to travel for such support outside school time: it allows for a holistic approach for all pupils at Abingdon House.

The school website was currently being updated at the time of this Crested visit but did contain key policy documents: health and safety; safeguarding; complaints policy and recent inspection reports. Brochures for parents amongst others, make very clear the range of provision on offer.

2. 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

At Abingdon House School, our mission is to equip every student, regardless of learning style, with the academic and personal skills they need to fulfil their potential and achieve independence beyond our doors. We feel passionately that every student is entitled to an aspirational, nurturing, and inspiring learning environment, with teaching tailored to how they learn best.

Abingdon House School provides a mainstream style education with a specialist teaching and integrated therapy approach, in a supportive and collaborative school community. We remove the barriers and limitations that are all too often placed on students, particularly those with special educational needs, while fostering an enjoyment of learning where creativity and individualism are celebrated.

We understand that the surest route for every student to a rewarding and successful school experience is a sense of personal achievement. In providing this, we can help our students build the confidence, skills, knowledge and ultimately the self- belief necessary to become happy and productive global citizens.

The school provides a warm, nurturing environment in which the specific individual learning needs of our pupils are addressed through a multidisciplinary approach.

We provide an integrated, whole-school approach to meeting the needs of pupils with unique learning profiles. Here at Abingdon House our environment is based on understanding a child's individual needs, nurturing their academic and social development and caring for their wellbeing.

We aim to prepare our students for success by:

- Having high expectations and aspirations for all, putting the students at the centre of their learning;
- Ensuring a low staff to student ratio and small class sizes with trained

teaching assistants, therapists and teachers using a range of strategies and therapeutic interventions;

- Providing our staff with a thorough and comprehensive programme of continual professional development
- Providing a combination of class, group and individual lessons with therapy integrated into the school day, including access at lunch and break times;
- Providing access to Speech and Language Therapy, Occupational Therapy and Physiotherapy on a need-led basis, using a variety of approaches to meet students' needs;
- Developing, monitoring and implementing an IEP (Individual Education Plan) for each pupil, including targets and strategies to support;
- Fostering strong home school relationships, including thorough cycle of reporting through parent teacher meetings, progress reports and IEPs.
- Monitoring progress through a rigorous system of assessment and tracking;
- Implementing a consistent system of positive behaviour support;
- Placing special emphasis on the development of literacy and numeracy, social skills, language and communication and coordination, sequencing and movement and overall personal development;
- Delivering extensive PSHE and Citizenship programmes, as well as Wellbeing and Enrichment Lessons;
- Providing a broad range of opportunities for education outside the classroom;
- Having a wide and diverse range of qualifications on offer at Key Stage 4.

Consultant's comments: This statement does sum up the work and spirit of the school which is very aware of its responsibilities towards those placed in its care and, ultimately, the need to work towards independence for the students and provide a wide range of qualifications at Key Stage 4. It makes very clear the holistic approach which lies at the heart of the success of this school. and the ability to nurture each child as an individual; home school relations are also seen as a key to success. Learning Laboratory allows pupils to feel they are in charge of understanding and insights to current affairs and news stories. The school takes its responsibility for PSHE very seriously; here too you will find over learning and a spiralling approach to the learning /understanding of important issues.

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:
- | | |
|---|----------|
| i. Policy for SEN/SpLD | Enclosed |
| ii. Support for policy from Senior Management Team | enclosed |
| iii. Support for policy from governors | Enclosed |
| iv. Admissions Policy/Selection Criteria | Enclosed |
| v. Identification and assessment | Enclosed |

The SEND policy document is clear and accessible to parents. All of the senior leadership team have further SEND qualifications or are working towards these and are fully committed to the school. The new governors are part of the wider structure of governor support in the Cavendish group whose focus is SEND education. The Chairman of the Board of Governors wants to '...give others the chance to succeed against the odds and in the face of obstacles'. The admission policy is a very clear document: pupils spend two days at Abingdon as part of the process of admissions to be sure the school can provide for and do its best for all pupils.

Criterion 4

- d) Give specific examples of the whole school response to SpLD IEPs for every student, class conferences and collaborative IEP meetings, integrated therapy approach, LSA in every classroom, laptops for every student, data projectors in every teaching space, ipads, intensive staff training including funded SpLD and Autism qualifications, strong multi-sensory teaching, 1:1 and small group therapy, Wellbeing and Enrichment programmes, Life Skills and Social Skills classes, CBT and Drawing and Talking Therapy, sensory circuits, movement breaks, sensory room, small groups for teaching, accelerated reader programme, classroom set up overseen and reviewed by OT and PT, new tracking and assessing programme for academic and personal development, PATHS curriculum, Access arrangements for testing and exams (newly opened KS4), strong behavioural support including zones of regulation, size of a problem, rewards and behavioural support plans

These examples demonstrate the integrated and holistic approach of the school and how all staff work together to ensure every angle of a child's needs are covered. This allows for maximum progress, in both personal and academic development. The Wellbeing sessions began in September and Enrichment programmes are what were clubs, and are now integrated into the day (at the end) in recognition of the importance of experiences beyond the classroom. ICT too is seen as integral to how pupils get ideas onto paper amongst other things. The range of pathways for Key Stage 4 demonstrates how the school is aiming to meet a range of needs in this new key stage. Behaviour support is clearly identified in its own right and thus enables this to be properly addressed and again ensures maximum progress.

- e) Number of statemented pupils: 46
EHCP plus 2 awaiting Needs Assessment

The school clearly has the expertise and staffing levels to cope with pupils who do need more specialised support from those experienced in the SpLD/SEND world.

Independent Schools only

- f) Types of statemented needs accepted: Abingdon House School is able to accommodate a variety of needs and provisions through our specialist approach within a mainstream styled school. We cater for students with specific learning difficulties such as dyslexia and dyspraxia, autistic spectrum condition, social communication difficulties and other associated needs. Abingdon House School is appropriate for students with or without EHC Plans, as well as private or Local Authority funded, with each application

being considered individually.

The skills of the therapists and further specialist qualifications of the staff allow for a wide range of needs to be catered for; they are however, anxious to make sensible decisions which will allow for any SEND/SpLD pupil to be able to achieve to the best of their ability at Abingdon House.

3. 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:

Thorough admissions process including:

- all professionals' reports submitted and reviewed by Admissions Team: EHCPs, Ed Psych reports, Therapy Reports, School Reports
- Two day acquaint day where child participates in the school day with appropriate class, observations and reports by teachers, therapists and SENCo
- Additional testing may occur if areas of concern are identified (literacy, numeracy, SALT, OT, PT)

Careful consideration of a pupil's reports on entry and observation during a two day period, means that the school is aware of needs on arrival. The expertise of specialists in the school means that any further concerns will be picked up quickly and further testing carried out.

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

- small class sizes, group by academic and social ability and need
- specialist teachers and therapists
- SALT, OT and PT integrated into the classroom, led by qualified therapists
- 1:1 and small group therapy
- learning support assistants in every classroom
- support from Head of Wellbeing and Head of Mental Health
- IEP for every child with termly review meetings
- termly class conference meetings with all staff
- FROG introduced for tracking and assessing
- baseline testing annually to track progress with literacy and numeracy
- comprehensive PSHE and Wellbeing programme
- all students have a laptop and google suite, including google classroom, to allow easy workflow between school and home
- access to specialist software
- Enrichment programme of creative, sporting, recreation (will include additional qualification opportunities)
- Assessment for and provision of Access Arrangements
- support, training and mentoring from Cavendish Head of Specialist Education and Wellbeing (SpLD Level 7)
- parent workshops run in school and through Cavendish Presents on a variety of SEN related areas

There is a very thorough and wide range of support available to maximise

pupils' potential; it also includes developing parents' understanding of SEND.

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

The majority of students coming to AHS have EHC plans or Educational Psychology reports. There is continual monitoring and assessing of every child by teachers and therapists. Progress reviewed termly through IEP reviews and class conferences. We have a database of external professionals available for referral when required.

The school is a hub of SpLD/ SEND expertise and it will follow that they will quickly pick up the need for further assessment/intervention.

4. 4. Teaching and Learning

4. a) How is the week organised?

The timetable runs Monday to Friday from 8.45am-3.30pm. The first lesson is 20 minutes and is Wellbeing. There are 6 x 45 minute lessons that follow. Enrichment is timetabled a minimum of 3 days per week. Life Skills, Social Skills and PSHE are taught weekly.

The school day is intensive, covering a wide range of experiences for each child. The rhythm of the day has been carefully thought through to allow for a warming up/settling/focussing to maximise what each student can take from all the school has to offer. Enrichment for all means that wider opportunities such as running club are inclusive in approach.

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

All students at AHS have IEPs which individualise their learning.

Google classroom is being rolled out for homework.

See Homework Policy

Google classroom has just begun at the school; parents and pupils have had training. There is awareness of those who find working at home hard, and adaptations made so that this is a positive and manageable experience.

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

- *Curriculum subjects*
- *Literacy support*

See Curriculum Policy

Curriculum designed around National Curriculum, adapted to meet the needs of our students. Subject specialists for core subjects lead on teaching at KS4. Literacy and numeracy embedded into the curriculum.

Regular timetabled meetings for planning and review of curriculum, assessment and SEN with teachers, therapists and teaching assistants.

Direct SALT and OT support in literacy lessons in Junior School. Streaming for literacy and numeracy across the school. Bespoke teacher planners where daily lessons are recorded and reviewed to inform teaching. Learning Lab lessons conducted with Senior School students, which are cross curricular project based and support the development of their learning skills for application across all areas.

Criterion
3 & 4

The school curriculum is carefully dovetailed to the needs of its pupils and of particular note is the strong and positive input from therapists

- d) Use of provision maps/IEPs (or equivalent):
 Each student has a comprehensive IEP with termly review.
 Please indicate **two examples** enclosed
 These are thoughtful and carefully structured documents showing input from the range of professionals offering support. There is pupil input and well thought through and achievable targets across subjects; use of colour helps identify the different categories of SEND being addressed.
- e) Records and record keeping:
 Data tracking from point of entry to exit, including literacy and numeracy standardised scores and/or age equivalents. Use of Entry Level and Functional Skills baselining in Senior School. FROG introduced this year for tracking and assessing progress in lessons.
 Therapists run assessments as per individual clinical needs.
 Therapy targets tracked (moving onto FROG system). Reporting to parents every half term through parent consultation meetings, half termly progress reports, FROG, end of year reports, annual reviews, IEPs.
 The deputy headteacher has evolved the FROG programme with clear and relevant descriptors to track pupil progress across classes and subject areas. This allows for much progress in the day to day classroom to be recognised and rewarded. There are plans too for moderation across the Cavendish group. A colour coding approach too makes tracking and direction easy to monitor.
- Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.
 IEP and other documentation was thorough with input from the range of professionals involved with each pupil. Pupil and parent voices were also present. Documentation was clearly designed for ease of use.
- Criterion 3 g) Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	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					
GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1	
Whole School	N/A				
SpLD Pupils					
Key Stage 2	No. of Year 6	English	Maths	Science	

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

(if applicable)	pupils entered	L4+	A/D	L4+	A/D	L4+	A/D
Whole School	N/A						
SpLD Pupils							
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	N/A						
Dyslexic Pupils							

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
Key Stage 4 opened in September 2018. Entry Level, Functional Skills, Arts Award, ASDAN COPE, ASDAN AOPE on offer

These qualifications are wide ranging allowing for the diverse needs of pupils in the school at present and in the future. This allows for everyone to enjoy success and feel stretched. The COPE and AOPE awards allow for employability skills on topics which are broad and relevant: from Sport and Leisure to International Links.

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:
- Small classes with TA support
 - Classroom desks, tables and chairs assessed by OT and PT and adjusted for individual needs
 - Specialist equipment available for use on individual needs basis
 - Sensory equipment in use in classroom
 - Sensory circuits and movement breaks
 - sensory room
 - specialist rooms for therapy
 - laptops for all students with multi media access
 - broad, balanced and adapted curriculum to cater to individual need
 - specialist support software and programmes available
 - in house development of resources and training
 - Accelerated Reader programme

- Criterion 5.2 b) ICT:
Chromebooks for every child
Use of google suite and google classroom
Software programmes to support and enhance learning
I pads available
ICT on curriculum

ICT has been woven into the curriculum to allow all pupils to maximise output. Touch typing is an integral part of the curriculum from the junior

school upwards. The school is very well resourced but might like to consider a specialised reading programme such as Units of Sound.

Criterion 5.3

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

Access arrangements will be in place for every student at KS4. Internal assessment for access arrangements for KS1-3, and support provided (laptop use, scribe, extra time)

The school is likely to be using the full spread of arrangements including oral language modification: they may need to plan ahead for the specialist training for OLM (although this arrangement is not available for papers testing reading). The Cavendish group will provide further shared expertise. Widening the range of tests in use may well be necessary for assessment for access arrangements including tests of working memory, reading speed and further processing speed tests. Reading pens too might prove useful in exams, tests and more generally inside the classroom.

Criterion 5.4

- d) Library:

A dedicated library was developed in January 2018 as well as the introduction of the Accelerated Reader programme. There are timetabled lessons around this.

This is a very pleasant and welcoming space. The Accelerated Reader programme allows for individual reading targets and gives a sense of purpose, challenge and is often a real boost for SEND pupils. The Accelerated Reader Programme gives further reading age scores to track progress, and is used to track reading comprehension across the school.

6. 6. Details of Learning Support Provision

SPS 6.2

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

As a specialist school, specialist support is embedded throughout. A newly re-structured and enhanced structure has a Head of SEN, Head of Mental Health and Wellbeing, Head of Behavioural Support and Wellbeing, Head of Therapy, Director of Studies.

This is a very clear and thoughtful breakdown of the different strands/ areas of need which make up a successful package/ positive education in its widest sense for each student. The interconnection of these areas is of course fully understood by all staff to allow for seamless support.

- b) Organisation of the Learning Centre or equivalent:

As above

All classrooms are clearly learning centres with visual timetables and helpful material on walls to remind pupils of learning zones amongst other things. Pupils have named desks and sometimes cubicles to assist concentration. Chairs are also adapted to help posture and focus: one was raised on tennis balls.

The multi-disciplinary team is available to be used as appropriate in class or small support groups.

- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
Yes, as part of SLT or Extended Management Team.

The SENCo is highly experienced and is also an integral part of the admission process.

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

7. 7. Staffing and Staff Development

Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:
Please see attached document.
A signed statement from the headteacher confirmed the qualifications of staff members.

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)?
Teachers employed at AHS all have experience working with students with SEN. For those who don't hold a qualification, funded qualifications are offered to all staff.
This academic year there are 7 staff completing SpLD Level 5, 2 completing SpLD Level 3, and 3 completing Level 5 Understanding Autism. Many of these staff hold additional SEN qualifications.
We have the support and are overseen by the Head of Specialist Education and Wellbeing (Level 7 SpLD).
There is an extensive programme of training both internally and externally.

Consultant's comments

No: one is working towards a level 5 in understanding autism in school and another has experience in ASDAN and CoPE qualifications, and is currently completing the Level 5 Certificate in Dyslexia, Literacy Support and Intervention. They do have experience of working in AHS and other schools, and at present, alongside a wide range of very knowledgeable professionals. The school has its own INSET programme and Twilight sessions alongside the offer of further SEND/SpLD training.

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?
Seven lessons/therapy sessions were observed. Teaching was thoroughly multisensory and kinaesthetic whenever possible. Lessons were engaging

and inclusive. Seating was carefully planned with pupils having their own work bases and, in some cases, mini cubicles to maximise focus. Lesson objectives were on the board and or on worksheets. Scribing was in use to make sure a pupil's ambitious sentence structure with use of the word 'because' was recorded. Wall displays were helpful but not overwhelming. Common patterns of visual support were noted allowing for a spiralling of learning.

Pupils were rewarded with commendations at the end of lessons. One lesson on food was tackling those with issues in this area: the approach was scientific: U tube on the digestive system, followed by food classification and a small amount of tasting. A vocabulary bank on the board helped with language to describe food textures. An English Literature lesson on Steinbeck was ambitious and demanding: pupils rose to the occasion, worked with focus on their devices, and all attempted the extension work. Movement was used in a junior school class to prepare for the main activity. Pupils were happy, motivated and gently brought back to focus on work if they became distracted. They were happy to respond to questions.

8. 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.

Seven parents were spoken to and all were unanimous in their support for the school. They spoke very highly of the new headteacher and observed that her leadership and direction is reflected in the whole school team: they appreciate the many new initiatives. All highly praised too the commitment of the staff, their meticulous attention to detail and fast response to emails and any concerns; one parent described them as passionate about what they do. Parents too noted the stability of the staff and lack of turn over which is important for many of the children who find that continuity of teachers and those supporting them is so important. Often problems do not reach home as staff pick up issues and deal with them straight away. Parents commented on the very positive atmosphere of the school; parents too feel nurtured. They were highly appreciative of the work of the therapists and most especially because having everyone under one roof, means a holistic approach. Those who did have further intervention outside school spoke of the school's desire to take on further advice and liaise with other outside professionals. Parents also noted that outside the official meeting times, it was easy to arrange further meetings with staff should needs arise.

The catering too was praised: the food described as excellent and much care given for those with allergies/specialist dietary requirements. The office staff too were praised for being helpful and friendly.

Parents appreciated the family feel of the school and that no one is

anonymous or can fly below the radar. Children were happy to go to AHS and parents felt in general that their children were making progress in many areas, and as much in social and emotional issues as the academic. Comments included that their child was 'relaxed and settled', 'loves going to school' and that their child had 'a lot more confidence'. One parent felt the key stage 4 offer is narrow and there was a comment that pupils were not stretched at key stage 3. For a small school too, they generally felt there is a good range of clubs and activities. Some were very appreciative of the new running club.

Parents were appreciative of the recent training for them; internet safety and most recently, training on the google homework programme. Some noted that their child had difficulties working between screens and felt that paper homework was easier. They were pleased to see the arrival of practice careers' interviews and are keen to see more preparation for the world of work. They were delighted and relieved that the key Stage 4 is now up and running and noted the frustrations of those parents whose children had missed out on this opportunity whilst the school waited for approval for this to go ahead.

Some parents did note the lack of outside space and desire for a sports field but pointed out the use of local parks and the fact that pupils do get outside every day. They were particularly impressed by a recent football fixture against another school and hope to see more of such events. A science laboratory it was felt would help bring science teaching alive and make it more kinaesthetic for pupils who would appreciate a 'hands on' approach (note: the science lab was converted to a multi-purpose room for life skills and cooking. The science lab components, such as gas and chemical store, are still in place and are now being used for science experiments. A new Head of Science was employed this year to increase the science provision and experience across the school). Some parents were concerned about lack of a reading scheme and need for books to come home but were pleased to see the arrival of the Accelerated Reading programme. Parents felt there was a good amount of homework and noted the understanding given and scaffolding for those pupils resistant to completing work at home. They would like to see summer schemes in operation and are hopeful that the Cavendish group may provide this in future.

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

Two groups of pupils were met: one from the junior school and one from the senior school. All spoke enthusiastically about their school. They enjoy the range of activities such as cooking, swimming, baking and boxing, and were appreciative of Accelerated Reader and The Goose Bumps series in particular. Pupils love the touch screen chromebooks. They like the fact that they are allowed to fiddle. They all felt they had made progress and one pupil said that his progress had moved from one percent to a hundred per cent. Pupils enjoy the school food and believe breakfasts are the best meal. The food from different countries in the classroom was popular too. They also liked the fact that you could bring a packed lunch.

For some pupils the school dog Rookie was the best thing about Abingdon House and for another it was history. They understood the different learning zones and used this terminology to explain how wellbeing made them ready to learn and get into the green zone. The football was very popular and especially the matches (not all the girls spoken to agreed). Pupils felt school was a good place to make friends and not just in their classes.

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

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
<i>Tanya Moran</i>			
Date:	1/10/18	Date:	

f

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.

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the

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

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 should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
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.	✓

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

Summary of Report including whether acceptance is recommended:

Abingdon House School provides outstanding support for the SEND and SpLD pupils in its care; it is now seen as a destination school by parents. The building is attractive with junior and senior school classrooms allocated on different floors. The integrated therapy is an example of what can be achieved when professionals work together, supported by parents and a wider school team alongside pupils themselves who are encouraged to be reflective and give of their best. The school is developing its own ways of further careful and methodical tracking of progress in the classroom alongside standardised tracking. There can be no doubt that membership of the Cavendish group bodes well for further developments and sharing of resources, ideas and expertise in this group of specialised schools. Abingdon House fully deserves its Crested status.

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Category proposed:

Consultant's name(s):

Consultant's signature:



Date:

17/10/18

Chairman's signature:

Date: