

Council for the Registration of Schools Teaching Dyslexic Pupils

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

Registration / Re-registration Application Form Category 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
------------------------------------	-----	--------------------------------------	----	---------------------------------------	-----

Contact Details

Name of person completing form:

Rory Vokes-Dudgeon

Tel:

02037505526

Email:

rory.vokes-dudgeon@abingdonhous
eschool.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:

Tel:

Email:

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

Date of visit:	2/02/26
Name of Consultant(s):	Fay D Cookson

School Details

Name of school:	Abingdon House School		
Address of school:	Broadley Terrace, London, NW1 6LG / 24 Elvaston Place SW7 5NL		
Telephone:	02037505526/ 02037505527	Fax:	
Email:	office@abingdonhouseschool.co.uk		
Website:	https://www.abingdonhouseschool.co.uk/		

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

Name:	Rory Vokes-Dudgeon		
Title (e.g. Principal):	Headteacher		
Head/Principal's telephone number if different from above:			
Qualifications:	BSc (Hons), PGCE Mathematics, NPQH		
Awarding body:	University of Glasgow, UCL/IOE, UCL/IOE		

Consultant's comments

Rory Vokes-Dudgeon is a respected, charismatic Headteacher with a passion for Special Educational Needs. He has a wealth of experience in providing successful outcomes for students with learning differences, particularly in his specialist area of Dyscalculia. Together with James Gilbert-Farell (Head of Senior School) and Christopher Lloyd (Head of Prep.) Rory Vokes-Dudgeon leads the schools with expertise, enthusiasm, dedication and strategic vision.

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

Name:			
Title (e.g. SENCO):			
Telephone number if different from above:			
Qualifications:			
Awarding body:			

Consultant's comments

There is no single head of Specialist Provision; rather a team of well qualified and experienced specialists, both at the Prep School and the Senior School. Christopher Lloyd in the Prep. School and Aviva Redmond in the Senior School provide expert oversight and team leadership, ensuring the best outcomes for every student.

1. Background and General Information

1. a) Dep't of Education Registration No.: 213/6405

b) Numbers, sex and age of pupils:		Total	SpLD (dyslexia diagnosis)	Accepted age range
Day:	Boys: 101	101	15	7 - 19
	Girls: 46	46	6	7 - 19
Boarding:	Boys: N/A			
	Girls: N/A			
Overall total: 147		147	21	

Consultant's comments

There has been a further increase in pupil numbers since the 2023 visit from CReSTeD.

c) Class sizes – mainstream: 10

Consultant's comments

Several classes observed had fewer than 10 pupils and every class benefitted from the support of at least one Teaching Assistant.

d) Class sizes – learning support: 10

Consultant's comments

All classes fall into the Learning Support category.

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

The ISI Regulatory Compliance and Education Quality Inspection carried out in 2025 found that 'Leaders at all levels demonstrate good skills and knowledge required to support pupils with social, emotional or mental health needs effectively... Leaders effectively foster an inclusive, nurturing environment where pupils can develop academically, socially and emotionally.'

Independent Schools only

f) Current whole school membership(s) - ISA

As part of the Cavendish Education Group the School benefits from 'shared best practices and the empowerment to respond effectively to specific needs.'

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 - Please see pdf of prospectus and staff list in drop box

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 -

<https://www.abingdonhouseschool.co.uk/south-kensington-prep-school/policies-inspection-south-kensington/>

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed

Please see AHS Fee doc

Consultant's comments

The attractive, downloadable prospectus is a comprehensive guide to families seeking to make an informed decision on specialist provision.
The website contains recent inspection reports and policy documentation. Policies are reviewed on a regular basis.
Fees currently stand at £17,211 per term to include all therapies and support. Fees are adjusted annually.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Please see AHS Philosophy Doc

Consultant's comments

'Abingdon House School aims to provide a mainstream-style education in a supportive and collaborative school community; to remove barriers and limitations for SEND students and to foster enjoyment of learning.' The successful outcomes of these aims are confirmed by the experiences of parents and students.

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 |

Consultant's comments

The SEND and EAL Policy document is thorough and robust. It outlines the School's commitment to providing outstanding provision for students with SEND, in line with current legislation. It indicates clearly that all students at Abingdon House School are defined by the school as having Special Educational Needs and require special educational provision.

All policies are available on the School's website and are reviewed on a regular basis to ensure they remain relevant.

Criterion 4

d) Give specific examples of the whole school response to SpLD

Universal, Targeted and Specialist support for all students, IEPs for every student, termly multi-disciplinary team class conferences and collaborative IEP meetings, integrated therapy approach, LSA in every classroom, laptops for every student, individualised digital toolkits for all Senior students (TES award), data projectors in every teaching space, intensive staff training including funded SPLD, SEND and Autism qualifications, strong multi-sensory teaching, 1:1 and small group therapy, Daily academic and therapeutic intervention lessons, Wellbeing and Enrichment programmes, Independence and Communication classes, CBT and Drawing and Talking Therapy, sensory circuits, movement breaks, sensory room, small groups for teaching, accelerated reader programme, Little Wandle Phonics programme, classroom set up overseen and reviewed by OT and PT, new tracking and assessing programme for academic and personal development, access arrangements for testing and exams, strong behavioural support (based on positive behavioural support and trauma informed approaches) including Zones of Regulation, Level Up!, Size of the Problem, rewards and behavioural support plans. Teaching and learning SpLD specific non-negotiables such as sans serif font, left aligned and pastel coloured backgrounds for slides.

Consultant's comments

The School has an exceptionally detailed, tailor-made approach to meeting the individual needs of the students. Teachers, therapists and support staff have excellent qualifications and opportunities to continue their professional development with in-house and external training. The carefully designed curriculum, integrated therapies and specialist teaching methods offer wrap-around support to meet the specific needs of the students.

e) Number of statemented / EHCP pupils: 136 with EHCP across both sites

Consultant's comments

136/147 students on roll have EHCPs from many Local Authorities. The workload involved in delivering these plans is managed admirably. The choice of Abingdon House School as named provision by so many LAs is testament to the high level of esteem in which the school is held.

Independent Schools only

f) Types of statemented / EHCP needs accepted: Specific learning difficulties, ADD/ADHD, Autism, social communication difficulties and other associated needs. Most students would have a co-occurring needs.

Consultant's comments

The School has the expertise and resources to meet the needs of a wide range of SPLD and co-occurring difficulties.

3. Identification and Assessment

Criterion 1
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:

- Admissions team includes SLT, SENCOs, therapists and an Admissions lead.
- all professional 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
- Assessment forms with reports from teachers, therapists and TAs are created from the acquaint days.
- Additional individualised assessments may occur if areas of concern are identified (literacy, numeracy, SALT, OT, PT)

Consultant's comments

The admissions process, including the two acquaint days, is exceptionally thorough, and considers all the background information gleaned from professional evidence of need. The School is completely honest about the provision it can offer and will only accept a student if confident that their needs can be met in full. The high level of expertise of the teaching team and therapists enables a wide variety of needs to be met.

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

Consultant's comments

If/when other areas of concern are identified in-house professionals can carry out formal/informal assessment to help build a complete profile of need, which will inform teaching strategies and therapeutic interventions.

- 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. AHS uses the graduated approach to continually monitor and assess every child. Progress reviewed termly through IEP reviews and class conferences. SaLT, OT and Physio assessments occur annually on site. When a difficulty or suspected case of SPLD is noticed we have a database of external professionals available for referral. 2 students this year have been through this process.

Consultant's comments

The arrangements described above ensure that every possible area of need is explored and can be addressed by relevant professionals if necessary.

4. Teaching and Learning

4. a) How is the week organised?

Prep School

Students in Abingdon Prep School cover the following individual subjects:

Maths, English, Science, Intervention, IT, PSHE, Humanities, PE, Music, Enrichment, Fine Motor Skills, Creative Carousel (Food Tech, Textiles, and Art), Life Skills, Social Skills, and Games.

Throughout Key Stages 1 and 2, we follow the national curriculum that is adapted to suit the needs of our students.

For English, Science, Humanities, Art, and IT, the Prep School follows a thematic curriculum to support linking of topics and transfer of skills.

An example timetable can be found in Curriculum Policy

Senior School

Students in the Senior School follow an adapted national curriculum to fit the ability level of each student. When it is deemed appropriate, students will move on to a qualification curriculum.

	8.20-8.45	8.45 - 9.15	9.15 - 10.05	10.05 - 10.55		11.15 - 12.05	12.05 - 12.55	12.55 - 1.45	1.45 - 2.35	2.35 - 3.25
Lyra			1	2		3	4	5	6	7
Monday	Form Time	Intervention	Maths Ms Hifsa Khan F9 Ms Imen Benhalima F2 Mr Jak Pennycook T1 Mr Fernando Mattos S1	English Mr Jak Pennycook F3 Mr Brendan Archer T2 Mr Luke Buckingham S4 Mr James Lamont F4		Ms Ms Katharine McKnight Lyra Emp S6	Mr Peter Reeves Lyra IT Studio		Mr Lee Deller PE 2 PE	
Tuesday			Maths Ms Belasim Moosavi F9 Ms Imen Benhalima F2 Mr Fernando Mattos S1 Mr Jak Pennycook T1	English Mr Jak Pennycook F3 Mr Brendan Archer T2 Mr Luke Buckingham S4 Mr James Lamont F4		Ms Demi Wilkie Lyra FOO S9			Options Media - Mr Jak Pennycook - T2 Sport - Mr Lee Deller - F3 Gardening - Mr Luke Buckingham S4 Performing Arts - Ms Pia Grosvenor Studio	
Wed			Maths Ms Belasim Moosavi F9 Ms Imen Benhalima F2 Mr Fernando Mattos S1 Mr Jak Pennycook T1	English Mr Jak Pennycook F3 Mr Brendan Archer T2 Mr Luke Buckingham S4 Mr James Lamont F4		Mr James Lamont Lyra PHSE F4	Ms Laurenn Faucher Lyra - Group 1 - Com F2 Ms Eva Morley Lyra - Group 2 - Ind F9		Options Duke of Ed - Ms Nadia Carella Hall Music - Ms Chloe Squires F3 Travel and Tourism - Ms Sibel Meral T1 Art and Design - Ms Demi Wilkie T2	
Thurs			Maths Ms Belasim Moosavi F9 Ms Imen Benhalima F2 Mr Fernando Mattos S1 Mr Jak Pennycook T1	English Mr Jak Pennycook F3 Mr Brendan Archer T2 Mr Luke Buckingham S4 Mr James Lamont F4		Creative Arts Term 1 Ms Demi Wilkie Art S9 Term 2 Ms Pia Grosvenor Dra Studio Term 3 Ms Chloe Squires Mus F3	Ms Laurenn Faucher Lyra - Group 2 - Com F2 Ms Eva Morley Lyra - Group 1 - Ind F9		Ms Ms Katharine McKnight Lyra HUM S6	Ms Hifsa Khan Lyra SCI F6
Friday			Maths Ms Belasim Moosavi F9 Ms Imen Benhalima F2 Mr Fernando Mattos S1 Mr Jak Pennycook T1	English Mr Jak Pennycook F3 Mr Brendan Archer T2 Mr Luke Buckingham S4 Mr James Lamont F4		Ms Ms Katharine McKnight Lyra HUM S6	Ms Hifsa Khan Lyra SCI F6		Mr Peter Reeves Lyra IT Studio	Mr James Lamont Lyra REW F4

Sixth Form (Years 12-14)

Students in Senior School cover the following individual subjects:

Pre-vocational Studies, English, Maths, Science, IT, PSHE, Food Tech, PE, Life Skills, Social Skills, Optional BTEC Qualifications, and Creative Arts (Art, Music, and Drama on rotation).

Students in the College follow the structure of qualification curriculums relevant to their ability level but with an increased focus on independence and life skills learning. Sixth form students also work through learning the key skills in the 'Wheel of Independence' framework.

Throughout Key Stages 3 and 4 and at post-16, we use schemes of work based on Entry Level, Functional Skills, and BTEC or GCSE qualifications for the following subjects:

English
Maths
Science
IT

Consultant's comments

The timetable and curriculum delivery are carefully designed so that students do not experience sensory overload. Well-being sessions form an integral part of each day. Changes of activity and teaching styles are built into lessons and learning/movement breaks are a standard part of each day. There is much on offer for students to experience with a wide range of subjects to enjoy. As the students move through the key stages the structure of the day and subject choices change accordingly.

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

Please see curriculum Policy for full explanations of sections below

Curriculum Overview

The AHS curriculum is rooted in the National Curriculum, adapted to suit specific student needs and supported by an integrated therapeutic programme. It emphasizes ICT for independent learning and adopts a holistic, whole-school approach to Oracy in partnership with Voice 21. While Modern Foreign Languages are optional due to SEN profiles, the learning experience is broadened through educational visits, community engagement, and various enrichment opportunities.

Interventions

Daily intervention sessions are discrete, targeted lessons held at the start of every school day. Coordinated collaboratively by the SEND team, teachers, and therapists, these sessions are tailored to individual priority needs. Student progress is tracked against initial baselines and monitored by the Senior SENCo.

Interventions run on termly or two-term cycles, ensuring that support is data-driven and scrutinized for efficacy.

Key Intervention Streams

Literacy & Reading: A robust range of multisensory and evidence-based programmes supporting dyslexia, phonics, fluency, and comprehension. Specific tools include IDL Literacy, Accelerated Reader, Intensive Phonics, and Guided Reading.

Numeracy: Interventions focus on building confidence, mental calculation, and mathematical language through adaptive, games-based platforms like Dynamo Maths and IDL Numeracy, as well as 1:1 coaching.

Physical & Communication Skills: targeted support for functional skills, including Touch Typing, Fine Motor groups, and Nuffield Dyspraxia sessions for speech sound production.

Consultant's comments

The School's aim is that students should not be overwhelmed by the demands of homework, but that key skills and independence can be reinforced by appropriately given prep tasks.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- *Curriculum subjects*
 - *Literacy support*

Curriculum Subjects

Prep - See above

Senior Curriculum Design see curriculum policy

Full literacy statement available in curriculum policy

Literacy

English is taught as a discrete subject, but there are opportunities for literacy progress across all subjects of the curriculum. There is a strong emphasis on developing the students' speaking and listening skills through oracy tasks, and vocabulary through using the Word Aware teaching approach. Speech therapy programmes, where appropriate, will be integrated into the curriculum, and relevant strategies will be employed. It is acknowledged and recognised that students may have specific learning challenges in acquiring literacy skills. Occupational therapists also work with students during literacy sessions to support them around handwriting, typing skills, and fine motor difficulties.

Consultant's comments

Lesson preparation of curriculum subjects and specialist literacy support is tailored to match the individual learning profiles of the students. Multi-sensory teaching is used throughout the school. Assistive technology is an integral part of lessons. It is encouraging to see the importance given to oracy, using the Word Aware approach. The School's integrated approach to teaching/learning and curriculum design, incorporating interventions, enrichment and a range of therapies, offers the best possible opportunities to the students, building their confidence, resilience and encouraging academic independence.

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

Each student has a comprehensive IEP with termly review.

Please indicate **two examples** enclosed - 2 Case Studies Provided with IEPs enclosed

Consultant's comments

The case studies provided, including IEPs, show the detailed approach to each student's learning path. They indicate effective teaching methods but also areas which have not been so successful, thus allowing changes to be made to inform further teaching strategies.

e) Records and record keeping:

See Assessment, Recording and Reporting policy.

Consultant's comments

Record keeping is extremely efficient. Graphs showing student results and subject results, incorporating commentary and reflection, were made available on the day of the visit

Criterion 3

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

It is clear from the detailed case studies that the individualised teaching programmes have enabled the students to make good progress.

Criterion 3

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

From last year

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School						
SpLD Pupils						

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School							
SpLD Pupils							

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

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

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

See curriculum policy for qualifications offered (16 subjects offered from Entry Level to GCSE across 2 streams) . All results available on site and within case studies.

Standardised Testing

In addition to our curriculum assessments, we use standardised tests to baseline our students annually as ongoing assessments to assess progress in:

Reading
Spelling
Numeracy

All forms of standardised assessments are used as a tool alongside teacher and therapy assessments. The assessment levels seen in reports are a combination of standardised assessment results and continuous teacher assessments.

The testing we use is dependent on the national curriculum levels of the students we are working with. All of our assessments are specifically chosen for their accessibility to students identified as having special educational needs. Results are presented in a variety of forms (different for different assessments) including standardised scores, National Curriculum levels and age equivalencies, which are used by the school for tracking and assessing purposes.

Across the school we use:

York Assessment for Reading Comprehension (YARC)
Helen Arkell Spelling Test 2 (HAST)
WRAT4/WRAT5 - Maths Computation (WRAT)
Salford Sentence Reading and Comprehension Test (SSRCT)

Interventions are also measured to show progress.

Consultant's comments

The impact of provision at the school is monitored closely, using ongoing assessment. Formative assessment allows teachers to adapt their teaching, whilst progress tracking and standardised assessments provide evidence of measurable achievement. A summary provided to CReSTeD shows that over the past two years the school has expanded its curriculum from 5 to 14 qualifications, across a range of levels. On average last academic year students left Abingdon House School with 7 qualifications. Students on average made gains in core skills progress, compared with their mainstream peers in reading comprehension and spelling, at both the Prep and Senior School. At the prep school students also made progress in maths computation relative to their mainstream peers. Leavers progressed to a wide range of courses from foundation programmes to Level 3 or A level and notably 3 students moved on to study A levels.

The School's targets for next year include improving the GCSE pass rate in maths and to broaden the science qualification offer.

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

- Criterion 5.1 5.
- 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 (sensory rooms, therapy gyms, therapy space)
 - laptops for all students with multi media
 - Specialist IT equipment (see below)

Consultant's comments

The School is exceptionally well-equipped and resourced for the varying needs of the students. Of note is the trialling of low lighting in classrooms to minimise sensory overload. Students described how much this has helped. The SEND Team is constantly finding ways of improving the learning environment.

- Criterion 5.2 b) ICT:
- As the First SEN Google Reference School and a recipient of the TES award for best use of technology, the school continues to lead in digital inclusion, recently launching an academic impact report on digital toolkits for equity at BETT 2026. This commitment is realized through a comprehensive digital resource base that combines Google Workspace for Education and Google Classroom with specialised software like Read&Write Gold and Mote voice marking. To ensure accessibility for all learners, students utilize Chromebooks equipped with features such as voice typing, screen readers, magnification, and coloured overlays, alongside specialized hardware including reader pens, drawing tablets, modified keyboards, and boom mic headsets.

Consultant's comments

The TES award is testament to the excellent use of ICT throughout the Prep and Senior School. Students benefit from a wide range of ICT tools and aids to learning. It was noted that Chrome books and Smart Boards formed an integral part of every lesson observed during the visit.

- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
- Follow JCQ expectations, all students receive access arrangements as per what they are allowed. All students have access to completing exams on computers as this is their normal way of working. JCQ inspected the school and have passed our exam arrangements process.

Consultant's comments

Access arrangements are in place for all students according to need.

- Criterion 5.4 d) Library:
- Both the Prep and Senior School libraries provide a diverse range of fiction and non-fiction texts, meticulously categorised and colour-coded to align with the Accelerated Reader programme. The collections cater to all abilities, ranging from picture books and Barrington Stoke accessibility titles in the Prep School to Young Adult fiction and curriculum-based class sets in the Senior School. Beyond lending, both libraries are furnished to serve as versatile learning environments for quiet reading, small group work, and interventions, with the Senior library also acting as a dedicated space for reading during break and lunch times.

Consultant's comments

There is a good range of age appropriate and interest level reading material available for the students to enjoy. The dedicated library spaces are an encouragement to reading, research and study at all levels.

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 integrated throughout the school. Each school has a SENCO team with qualified SENCOs and teacher SENCOs to co-ordinate provision.

Senior

2 SENCO's,

Prep

1 SENCO (+Head of Prep is qualified as a SENCO),

Whole School

1 SENCO Consultant (Previous Head of SEN) and 1 SENCO administrator.

Cavendish

Head of Specialist Support leading cross school SENCO forums and Cavendish projects.

Consultant's comments

These teams ensure that learning support permeates effectively throughout the Prep and Senior Schools.

b) Organisation of the Learning Centre or equivalent:

Consultant's comments

The whole School is organised to be a dynamic Centre of specialist teaching/learning.

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

Consultant's comments

The SEND team leaders have the required status and are at the forefront of curriculum design and delivery.

d) Supporting documentation, please indicate enclosed:

- i. SEN Development Plan (or equivalent) enclosed No - (Can show schools SDP but no specific SEN Development plan as its all SEN)
- ii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff All staff teach SpLD
- iii. List of known SpLD pupils in school - Yes

7. Staffing and Staff Development

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

Staff have a range of qualifications and experiences in supporting students with SEND. We have 3 qualified members of staff at or above SpLD Level 5 who lead our SpLD support/working groups, they are identified on the staff list. We also have staff qualified as ASD qualified practitioners, ADHD specialists amongst other qualifications.

Consultant's comments

SPS 7.3

- b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

Yes - In 2022 a whole staff dyslexia training run by Anne Sheppee (dyslexia trainer) occurred. In 24/25 a working group for SpLD (as well as ASD, Oracy, ADHD and Trauma Informed Approach) was created on both sites. Leads of these groups completed the Level 5 SpLD qualification and others completed Level 2. These teams then ran training for all staff to up skill and disseminate their learnings from the qualifications. All Prep staff and all English teachers at Senior have been or are in the process of receiving Little Wandle Phonics training. SpLD non-negotiables can be found in the AHS List of Strategies

Due to the co-morbid nature of most of our students, we require a wide range of training and expertise on staff.

Staff attend external training on a regular basis, which then feeds into whole school training.

Qualified staff (teachers and therapists) deliver training at weekly twilight meetings and during our extensive inset days.

External consultants deliver training throughout the academic year, across a range of SEND.

We have the support of the SEND Advisor from Cavendish.

Hands on collaboration and shared training across Cavendish schools.

Consultant's comments

Affirmative

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?

During the visit the CReSTeD consultant was taken on learning walks in both the Prep and Senior School. In the lessons observed students were seen to be engaged in their learning. Lessons were well planned and demonstrated how well the teachers and TAs understood the needs of individual students.

Lessons were well paced and used multi-sensory teaching techniques, including assistive technology. Students were encouraged to ask questions and to share ideas. They were given options of how to record their work.

In a Prep School Intensive Phonics session Geraldine the giraffe made a popular appearance. A Senior School student was on work experience in the lesson which evidenced the collaboration between the two Schools.

In an English Literature lesson in the Senior School the students were studying 'The Borrowers.' It was good to see the enjoyment the students experienced in making their own 'Borrower house' and this consultant was allowed to make one too!

Overall, the teaching observed was of the highest quality.

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

Independent Schools only

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

For completion by consultants only: Parent Contacts:

Parents spoken to describe the school as having a 'strong family feel' and highlighted the nurturing approach. They were unanimous in their praise of the Head teachers, teaching staff and Therapists. It was reported that the provision is supportive and inclusive and responds very well to individual needs. Several parents commented that 'there is a need for more schools like this one.' One parent said their child is now happy and making good progress and another described their child as having gained self-confidence and now sees a positive future for themselves. Communication with the School was described as easy and parents appreciated the level of information they receive about their child's progress. Also having on-site therapy available had made a huge difference to the logistics of each day. Comments included: 'it felt as if we have been sprinkled with fairy dust' and 'the School is worth its weight in gold.' Teachers were described as caring and amazing. Overall, parents felt that their choice of Abingdon House school has had a transformative effect on their child and on family life. Several parents said their child's placement at the School was the best decision they had ever made.

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

A group of students from different key stages were asked about their experience of the School. All the students described the school as a place where they felt safe and supported and where their needs are understood. They reported that any problems get sorted quickly and that there is always someone to go to for help. The students singled out 1:1 support as being particularly helpful and that teachers have a great level of understanding.

Movement breaks were highlighted in helping with concentration and having the various therapists onsite meant they didn't miss too much class time.

The consensus was that they love their school and would recommend it to others with learning differences as a good place to be.

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):

Rory Vokes-Dudgeon

Date:

23.01.26

Date:

Please ensure:

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

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

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

Report Summary

For completion by consultants only:

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

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

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

Criteria	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.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	√
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. 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:

Abingdon House School is a highly effective, specialist provision operating on two sites; the prep school is in South Kensington and the senior school in Marylebone. Classroom layouts and sensory considerations show a real understanding of the needs of students with SEND and sensory processing difficulties. This leads to a supportive and calm environment where multi-sensory teaching and related therapies take place. The quality of teaching is a significant strength with teachers constantly adapting strategies to meet individual learning profiles, demonstrating best practice in specialist education.

Leadership of the school under Rory Vokes-Dudgeon is very strong and the level of support offered to students and their families is extraordinary. Additionally, the School benefits from the input and support of the Cavendish Education Group.

Overall, the School offers exceptional specialist provision where every effort is made to accommodate the needs of the students and to provide them with enriching experiences and meaningful outcomes. Abingdon House School should be justifiably proud of its achievements. It richly deserves the CReSTeD accreditation.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
√	

For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:

Consultant's signature:		Chair's signature:	
			
Date:		Date:	