



Council for the Registration of Schools Teaching Dyslexic Pupils

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

Re-registration Application Form Category SPS – Specialist Provision

Date of visit:	9 th October 2024
Name of Consultant(s):	Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Appleford School Elston Lane, Shrewton, Salisbury, Wiltshire SP3 4HL Tel: 01980 621020 Fax: 01980 621366 Email: headspa@appleford.wilts.sch.uk Web: www.appleford.wilts.sch.uk	Rural	85 boys 50 girls Ages 7-19	Dysl, Dysp, ADD, ASD, ADHD, S&L P&S, & assoc. learning difficulties	ISA, ISC, BSA, BDA, ISBA
	Ind Bdg Wk Bdg Day			GCSE BTEC
Comments: We offer a multi-sensory, holistic whole school approach with onsite Occupational Therapist, Speech and Language Therapist and Child Psychotherapist. Rated “excellent” by Independent Schools Inspectorate 2012.				

Please note:

- Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.
- The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.

School Details

Name of school:	Appleford School		
Address of school:	Elston Lane, Shrewton, Wiltshire, SP3 4HL		
Telephone:	01980 621020	Fax:	N/A
Email:	headspa@appleford.wilts.sch.uk		
Website:	www.applefordschool.org		

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

Name:	David King		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:			
Qualifications:	B.Ed. Hons M.I.A		
Awarding body:	University of Liverpool		

Consultant's comments

Mr King has returned to be Head of the school following a short time of retirement, he knows the school well and is mindful of the importance of care for the students and supporting the school to continue to meet needs. A deputy Head has been appointed to provide additional support and forward planning for the future.

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

Name:	Katherine Noke		
Title (e.g. SENCO):	SENCo		
Telephone number if different from above:			
Qualifications:	BSc Hons; Sport and PE – Cardiff University PGCE: Bath Spa University BDA Practical solutions workshops – enrolled for 2025 intake for level 5 ELKLAN NASENCO Qualification – Middlesex University		
Awarding body:			

Consultant's comments

Katherine is appropriately qualified, as new to the role and is benefiting from weekly mentoring with the previous SENCo.

1. Background and General Information

1. a)	Dep't of Education Registration No.:	8656008		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys:	57	57
		Girls:	32	32
	Boarding:	Boys:	28	28
		Girls:	18	18
	Overall total:	135	135	7 – 19 years

Consultant's comments

The number of pupils is reduced from the previous inspection,

- c) Class sizes – mainstream: N/A

Consultant's comments

The school provides targeted teaching to pupils that are identified as having SEND; of the classes observed pupil numbers ranged from 3- 10

- d) Class sizes – learning support: Class sizes are a maximum of ten pupils (except one)

Consultant's comments

Provision focuses on the needs of the individual pupil.

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

The school was inspected by ISI in January 2023; Principles and values are actively promoted, and standards are met, and good behaviour is promoted. The welfare, health and safety of pupils follow due regard for statutory guidance.

Independent
Schools
only

- f) Current whole school membership(s)
e.g. HMC, ISA etc. ISA, ISC, BSA, BDA, CReSTeD, ISBA

- 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

Rec'd

or provide link to view reports via the internet

- ii. **Recent Inspection reports**, please indicate copy enclosed

Rec'd

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

Rec'd

or provide link to view information via the internet

Consultant's comments

The Website provides information for both prospective parents, as well as existing parents through a portal link.

The staff are listed on the website, this does not denote qualifications or subject specialism.

The Fee structure on the Website is clear and identifies additional costs for specialist support in addition to the general fee.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Appleford School was established in 1988 by two experts in the field: Dr Peter Gardner, a highly qualified and experienced psychologist and psychotherapist and Gerald Trump who founded the first school for dyslexic children in the UK

Appleford's aim from its inception has been, and still is, to provide high quality education for children aged 7 – 19 with dyslexia and associated learning difficulties to include dyscalculia, dyspraxia, ASD and ADHD. To this end we only accept children with an appropriate assessment from an Educational Psychologist and/or an Education, Health and Care Plan. The school also welcomes applications from children of families in The Services and placements by Local Authorities.

It is our commitment to prepare our pupils for successful adult lives and as such, Appleford encourages a broad and holistic concept of education and aims to provide small classes, individualised and differentiated teaching delivered by well-qualified and experienced teaching and learning support staff.

A broad and balanced curriculum is followed, allowing pupils to progress onto qualification in a range of subjects. The school's Learning Support department, including Speech and Language Therapists and Occupational Therapists, provide a high level of individual and group support to help all pupils access the curriculum.

We offer a high level of pastoral support, experienced and caring Houseparents in homely and structured boarding houses designed to develop personal organisation and life skills, an extensive sport and leisure activities programme and a strong professional support team.

We want our children to start to realise their full potential and to develop the self-respect, self-reliance and self-discipline which they are so desperately seeking and need. It is, therefore, important that Appleford is a safe and secure environment, which we ensure with a very proactive approach towards Safeguarding Children and Child Protection. Our Designated Safeguarding Lead is a member of the Senior Leadership Team.

At Appleford every child matters and our highly qualified and experienced teachers are committed to ensuring your child gains the confidence to learn and achieve success.

- A whole school approach to dyslexia using research-based multi-sensory programmes and resources.
- A full curriculum leading to GCSE in a range of subjects.
- Vocational qualifications, including BTEC
- Small classes
- High levels of LSA support
- Individual Educational Programmes for all pupils
- Onsite Speech and Language Therapists and Occupational Therapists.

- Extensive co-curricular clubs and activities including Duke of Edinburgh's Award
- A full range of Sporting and Outdoor Adventure opportunities
- CReSTeD approved
- Highest quality boarding facilities run by our professional, caring and experienced Boarding Team
- Traditional values and an ethos based on developing confidence, celebrating success and continuous support
- Consistently awarded the highest possible grades by the Independent Schools Inspectorate.

Consultant's comments

The school provides tailored education to support pupils to achieve and develop confidence both academically and personally, within a nurturing community. The size of the school enables a focus on confidence in life and continuing personal development and success.

Criteria
1 & 2

- b) Please indicate copy of **Staff Handbook (SH)** enclosed

Rec'd

- c) If not within SH, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:

- Policy for SEN/SpLD**
- Support for policy from Senior Management Team**
- Support for policy from governors**
- Admissions Policy/Selection Criteria**
- Identification and assessment**

Rec'd

Rec'd

A copy of a recent Educational Psychologist's report and a copy of the child's last full school report is requested and viewed by our Head of Learning Support and her team.

Prospective parents and their child are then invited to meet with the Headmaster and to view Appleford.

If, after a tour, parents wish to continue the admissions procedure, then arrangements are made for the child to come on a taster visit. Prospective day pupils come for three full days. Prospective boarder pupils come for three full days plus three nights to see if they are able to settle well and cope with a boarding house environment.

Teachers note the child's performance in the class and boarding staff note their comments. Therapists also give feedback on their observations. From the information gathered the Headmaster is able to make a decision as to whether Appleford School is the right provision for the child and if so, a place will be offered.

Occasionally a child is asked to return for a five day visit.

The school also provides an induction day in the Summer Term for all new pupils starting in the following September.

Consultant's comments

The school has a robust and clear admissions process which supports prospective parents in decision making, as well as signposting for pupils when needs cannot be met.

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

Appleford School is a specialist School for pupils with dyslexia and associated learning difficulties and we have a whole school approach to teaching.

Every pupil has a Support Plan or a Review Plan.

Recent INSET covered co-occurring conditions often associated with dyslexia and the main dyslexia training is covered through on-going training. We have a high percentage of specialist teachers and have an on-going programme of staff development. All staff can access BDA training which is carried out on an annual basis. Opportunities are available for staff to also access level 7 SpLD training.

Pastoral notes are emailed to all staff on a regular basis. Heads of Years have morning de-briefings and information is shared from boarding. Tutors and relevant staff are kept updated regarding any matters concerning individual pupils.

All members of staff are sympathetic to the needs of the dyslexic pupil, not only teaching staff.

Classrooms are designed in a uniform dyslexia friendly manner. All colour schemes are neutral and uniform; equipment and layout is consistent across departments. Environments are low arousal.

IT is accessible to all pupils in every classroom; calibre is used and we have on screen overlays built in if required by a pupil.

Consultant's comments

The lesson observations evidenced the reduction in distraction in classrooms, with clear walls aside from canvases of images to support identification of subject, such as a calculator in the maths room. Staff had a uniform approach to lesson structure, initial notes focused on a linear breakdown of information to visually demonstrate the flow of the lesson.

The support plan is clear and provides comprehensive information, with classroom strategies on page 2 of the document

e) Number of statemented / EHCP pupils:

119

Consultant's comments

The school has an increasing number of EHCP and has streamlined the review process to support seamless and effective focus on each individual child as pupils come from various authorities.

f) Types of statemented / EHCP needs accepted:

Specific Learning Difficulties (Dyslexia), Dyspraxia/ DCD and associated learning difficulties

Consultant's comments

The school has pupils with speech and language, ASD and ADHD in addition to the above.

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:

As a specialist provision school, the primary selection criteria for parent enquiries is the specialist dyslexia teaching; the specific SpLD needs of a pupil have usually been identified prior to starting at Appleford. Further assessments, if required, including an in-house screening process confirms needs during the extended taster visit.

Consultant's comments

The school has robust and clear structures to ensure that information which will support a pupil to succeed is documented and shared appropriately.

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

All pupils have been identified as having SpLD prior to starting at Appleford. All pupils will have a support plan, however through on going reviews any additional needs can be identified. There is a whole school approach in which lessons are designed to meet the needs of our pupils.

Consultant's comments

The plans are reviewed, and any identified additional need is acted on as part of this process. The small class sizes in class observations evidenced the individualised care and attention to the pupils as individuals by the staff, and the time and adjustments were seamless.

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

All pupils come to the school with an EP report/ Dyslexia report. Often this is supplemented with SaLT/ OT assessment reports, or additional information from Educational Consultants. Appleford School have a number of specialist staff who can undertake further assessments.

Consultant's comments

The system for any further assessment is clearly conveyed.

4. Teaching and Learning

4. a) How is the week organised?

The academic day is from 0830- 1645 Monday to Thursday, 0830 – 1505 Friday. There are 9 lessons per day, 40 minutes each.

Monday morning commences with a whole school assembly led by The Headmaster, allowing the opportunity to celebrate successes and to lead in to the forthcoming week.

Additionally, there are year group assemblies for senior pupils, and twice daily tutor times for all pupils.

Interventions are as required; Direct SaLT and OT as required based on need.

All pupils have daily PT to encourage the connect between mind and body, but also allowing for physical exercise to assist particularly with sensory

regulation.

Prep School have co-curricular 'enrichment' sessions on Wednesday afternoons; Senior School have the same on Thursday afternoons.

Boarders have Social Intervention Plans with a focus within boarding for nurturing and building independence with the pupils.

Prep School includes year 5-7; Senior School is year 8-11

Consultant's comments

The school has carefully considered the need for pupils to have a balance of academic and active elements within the working day. The pupils articulated the value of daily physical exercise within the curriculum; being appropriate for the needs of the pupils.

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

Appleford School offer a holistic approach to education. All lessons are delivered in a dyslexic friendly, differentiated manner allowing accessibility for all. Pupils are streamed from Year 7 to ensure they are working at their correct levels with peers of a similar standard.

Prep/ homework is minimised due to the extended day, which allows for additional practice time with specialist teachers assisting.

Year 10 and 11 are set homework to allow for additional over learning in preparation for final assessments/ GCSEs.

Pupils are discouraged from taking long absences/ holidays during term time; any such requests must be authorised by The Headmaster.

As a specialist school, Appleford School has in place all the necessary provision required to successfully teach and meet the social needs of our pupils. In addition to specialist teaching, our pupils are supported through an experienced pastoral team including an ELSA and school counsellor.

Consultant's comments

The pupils make good progress with homework, being carefully minimised to take into consideration the length of day and needs of the pupils.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

Majority of academic staff are BDA trained, ranging from level 2-5. The holistic nature of the teaching allows for additional support within the class from SaLT/ OT/ SENCo as required. There is key word delivery, supporting by speech therapists. Pre-learning and over-learning are built into the delivery to ensure embedded comprehension of subject matter.

Greater weighting is attributed to subjects as pupils head towards final assessments. In the case of English and Maths, this is as much as 60% more time than in mainstream. GCSEs are also studied over a three-year period to allow for additional study time as well as additional revision time. Pupils begin the mock exam/ assessments at the end of Year 9, with three further sets of mocks before final assessments in Summer of Year 11.

All pupils are taught in small classes, with a maximum of 10 pupils per class.

English and Maths also have specialist LSA support.

Assistive technology is used to support learning and assessments as required.

Students take on Average 5 GCSE courses to allow them guided learning hours to be built into the curriculum.

SENCo will undertake classroom-based training and observations of lessons to ensure delivery of lessons is in line with best practice for our pupils. She will also be able to disseminate new strategies or best practice through weekly training sessions held with staff. For academic staff, there is a PDM focus on the big picture and over learning tasks.

Within the literacy curriculum, word shark and accelerated reader are used.

Consultant's comments

The school staff are skilled and experienced; the observation of lessons indicated significant adaptation to meet the needs of individuals, such as scaffolding any writing by providing prompts and highlighting of key words; sequence prompting to support essay writing; pupils using their preferred way of working, both handwriting and in one lesson use of laptops; teachers working with individual pupils and adapting their approach to support learning; linking and using previous learning to support understanding; use of multisensory methods in phonics to enhance development of sounds; use of plenary - pupil reminded need to make time at end of lesson to achieve this; use of individual whiteboards; and use of visual pictures to support learning of equipment.

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

All pupils have support plans, which are developed from EHCPs and annual reviews. The school have adopted an Annual School Review meeting, which incorporates reporting and annual review.

All academic staff are aware of individual plans and EHCPs and can adjust delivery and focus accordingly.

Please indicate **two examples** enclosed

Rec'd

Consultant's comments

The school uses plans to ensure all information is included for staff, presently provision mapping is done on each individual plan. The provision in the classroom is specialist in approach reflecting that many of the strategies are a quality first teaching approach with further adjustments for individual pupils.

e) Records and record keeping:

All pupils have an electronic 'one stop' folder incorporating all academic, pastoral and SEND information. Teachers and staff are fully aware of how to access these; information is uploaded as required and can be used for parents' meetings and Annual School Review meeting.

All information is stored in accordance with current GDPR regulations.

Senior pupils currently have half termly assessments for options and GCSE subjects. There are 2 parents' evenings, interim written reports and the annual school review. Course content is provided to parents.

Prep pupils also have regular parent reporting mechanisms as above; curriculum maps are sent to parents termly

Consultant's comments

The school has a framework for information and effective communication between staff, pupils and parents.

Criterion 3

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

The pupils' provision is carefully considered and detailed, reviewed appropriately and accessed by staff. The documents have detailed information and key elements for pupils, Observations evidenced that mostly the pupils needs were met, use of technology may benefit from highlighting as this was not evidenced in use during some lessons although flagged as a preferred way of working on a plan.

Criterion 3

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

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	N/A	N/A	N/A	N/A	N/A	N/A
SpLD Pupils	N/A	N/A	N/A	N/A	N/A	N/A

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 9-2	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	28	74%	32%	78%	50%	50%	0%
SpLD Pupils	28	74%	32%	78%	50%	50%	0%

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:

Entry Level Year 9; ITQ level 2; AQA unit awards; BTEC Award, Certificate, Extended Certificate and Diploma at level 1 and 2; ASDAN COPE and short courses

Consultant's comments

The curriculum is tailored for each individual pupil and is adjusted and adapted where possible to meet need.

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

Criterion 5.1	5. a)	<p>General resources for teaching SpLD pupils:</p> <p>Small class sizes, specialist teachers, access to reading and writing programmes on all PCs, key skills (accelerated reading and unit of sound), access to Word Q, Write-on-line, load-2-learn, Clicker 8, OT and SaLT strategies within the classroom, multisensory equipment,</p> <p>Creative Curriculum in Prep School, delivered in a manner which is fun, innovative and removes traditional barriers to learning. For example, the strict restrictive nature of completing a maths based problem on paper is reduced by using white boards and pens directly on table.</p> <p>Consultant's comments</p> <p>The school is well resourced, observations evidenced the use of whiteboards and multisensory trays. There was evidence in classrooms of wobble cushions and overlays as well as write on line.</p>
Criterion 5.2	b)	<p>ICT:</p> <p>200 + PCs and a range of iPads; 60+ lap tops; all classrooms have enough IT resources to allow for 1 per pupil. Practical rooms such as food tech and science labs have laptops which can be placed away in line with health and safety requirements.</p> <p>All classrooms have smart boards.</p> <p>Consultant's comments</p> <p>The smartboards are well placed and have traditional whiteboards beside them. The pupils have access to computers, however there is currently a review of how to equip students to transition to an electronic world , with recognition of the need to explore the hardware and software solutions that could further benefit learning and support transition to the next stage of education/work.</p>
Criterion 5.3	c)	<p>Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>All pupils in Year 9 are assessed for access arrangements using in house specialist staff, trained to post graduate level.</p> <p>Liaison with exam boards is conducted early on to ensure pupils and parents are aware of what arrangements are in place. Ideally arrangements are agreed internally for year 9 mocks to enable pupils to use the arrangements from the outset.</p> <p>Regular scribes are used and where possible, pupils will retain the same scribe for assessments to allow familiarity or working between pupil and scribe.</p> <p>Consultant's comments</p> <p>The arrangements meet the requirements of JQC.</p>
Criterion 5.4	d)	<p>Library:</p> <p>Appleford School does not have a dedicated library; all resources are held in smaller pockets around the school so that pupils have immediate access to books as required. Pupils are able to access resources kept around the school depending upon titles, themes and ability.</p> <p>Consultant's comments</p> <p>There is no central library at the school, reading embedded in areas throughout the school.</p>

6. Details of Learning Support Provision

SPS 6.2

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

Learning support at Appleford consists of SENCo, access arrangements co-ordinator and Therapy staff. The SENCo is assisted by a SEND consultant.

The department will lead on suitability for admission, EHCP reviews, support plans and differentiated learning within the classroom.

Consultant's comments

The Learning Support Department is integral in the school and is valued within this specialist provision.

- b) Organisation of the Learning Centre or equivalent:

Direct therapy is timetabled into the pupils day; all therapy sessions are delivered by the same therapist to allow consistency for pupils.

Through whole school liaison, staff can identify if there is a need for additional individual sessions for high need pupils and specialist social skills groups in tailored therapy rooms.

Consultant's comments

The school is responsive and flexible in ensuring that pupils needs are met.

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

Yes; SENCo is Head of Learning Support; undertakes observations and training for all staff. Also inputs/ meets with pastoral and safeguarding. SENCo liaises frequently with registrar in terms of admissions.

Consultant's comments

Yes, the SENCo is highly valued within the school community.

- d) Supporting documentation, please indicate enclosed:

- i. SEN Development Plan (or equivalent) enclosed
- ii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff
- iii. List of known SpLD pupils in school

Rec'd

Rec'd

All pupils

7. Staffing and Staff Development

Criterion 7

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

Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.

Consultant's comments

The staff are well qualified and undertake regular update training to enhance understanding.

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.)

All academic staff have undertaken suitable training to enhance their knowledge of SpLD and dyslexia. A high proportion of our staff are BDA trained or undertaking training; this includes all English staff. Head of English is BDA level 5 qualified.

Learning support ensure there is regular CPD input both in house and from external speakers during INSET and through the year.

Consultant's comments

The staff are knowledgeable and experienced and benefit from having taken suitable 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?

Yes, the staff observed made considerable individual adjustments to ensure pupils were engaged and learning.

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

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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:

6 parents were randomly contacted from a list of 30 provided by the school.

All acknowledged that sound academic progress was being made by their children.

There was a clear pattern of concerns expressed regarding communication with the school and engagement with parents, some of which live a distance from the school.

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

The pupils expressed that all members of the community are kind, helpful and friendly. They felt a sense of belonging and being included. They identified how the school breaks down information into small steps and takes time to talk and ensure that it is understood. Teachers were identified as approachable, provide different approaches and 'nudging' in the right direction. They described the school as happy, inclusive, respectful, engaging, helpful and friendly. They commented on how attending the school had enabled them to be part of the community and to engage in learning.

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)	<input checked="" type="checkbox"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	<input checked="" type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	<input checked="" type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	<input checked="" type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	<input checked="" type="checkbox"/>
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	<input checked="" type="checkbox"/>

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.	<input checked="" type="checkbox"/>
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>

Report Summary

Summary of Report including whether acceptance is recommended:

Appleford School has benefited from the return of the retired Head to maintain the confidence in the aims and philosophy of the school. All Staff are recognised as a significant asset and provide quality first teaching, which pupils benefit from.

The provision and support profile would benefit from highlighting key elements for teachers to ensure any preferences regarding technology are employed and recognition of the QFT provision that all pupils benefit from.

The school is reviewing use of technology to support transition to next stage of education or work.

The parent feedback gathered identified concerns with engagement between the school and parents relating to their children's progress. and the parents did not feel invited to work together with the school. There is recognition that the new systems being put in place are yet to be embedded and communication is significantly affected by this. Reassurances from the school that parent satisfaction has improved would be of benefit.

I commend the school for providing a safe and welcoming community for pupils with significant needs to flourish.

Given the parental feedback I recommend that the school should be re-registered for two years rather than the usual 3 years.