



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
 CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
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Re-registration Application Form Category DU – Dyslexia Unit

Date of visit:

Monday 24th April 2017

Name of Consultant(s):

Helen Ackers

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Fulneck School Fulneck, Pudsey, LS28 8DS Tel: 0113 257 0235 Fax: 0113 255 7316 Email: enquiries@fulneckschool.co.uk Web: http://www.fulneckschool.co.uk/	Semi-rural	218 boys 150 girls	Dysc Dysl Dysp P&S	SoH, IAPS
	Ind Bdg Wk Bdg Day	Ages 3-18		GCSE GCE: AS A2 BTEC

Comments: Moravian Church; all pupils expected to take GCSE.

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:	Fulneck School		
Address of school:	Fulneck Pudsey LS28 8DS		
Telephone:	+44 (0)113 257 0235	Fax:	+44 (0)113 255 7316
Email:	enquiries@fulneckschool.co.uk		
Website:	http://www.fulneckschool.co.uk/		

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

Name:	Mrs Deborah Newman
Title (e.g. Principal):	Principal
Head/Principal's telephone number if different from above:	
Qualifications:	B.Ed.
Awarding body:	CNAA

Consultant's comments

Mrs Newman has been Principal since 2012. She has a strong commitment to inclusive education and regards the Learning Support Department as a core element of the school.

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

Name:	Kathryn Dunn
Title (e.g. SENCO):	SENCO
Telephone number if different from above:	
Qualifications:	BA PGCE AMBDA
Awarding body:	Liverpool University and Manchester Metropolitan University (AMBDA)

Consultant's comments

Mrs Dunn is a highly qualified and experienced SENCO. She is an established member of the school.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	383/6117			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	176	46	3-18
		Girls:	130	23	3-18
	Boarding:	Boys:	42	4	8-18+
		Girls:	20	2	8-18+
	Overall total:		368	75	

Consultant's comments

c) Class sizes – mainstream:

The class sizes vary throughout the Junior and Senior school. Within year 7 there are 21 pupils and they are divided into 2 sets for maths and science. In year 8 pupils are divided into sets for Maths Science and English there are approximately 10 pupils per set. In Year 9 there are 18 pupils in the 1st English set and approximately 17 pupils in the 2nd English set and 16 for the 2nd Maths set. Year 10 Maths with the smallest set containing 4 pupils. Year 11 English with 20 pupils with support. Maths sets in year 11 English set 3 there are 11 pupils. Dyslexic pupils can be found throughout all the sets. Before GCSE and A level options are determined by the number of pupils making choices. In the Junior School, the average class size is 15 pupils. Hence, we feel that our classes and sets are relatively small and we can adequately meet the needs of children with all abilities.

Consultant's comments

The relatively small class sizes act as a positive means to meet the individual needs of pupils.

d) Class sizes – learning support:

Pupils are taught on an individual basis at Key Stage 2. At Key Stage 3 pupils are withdrawn from Spanish and continue to have individual tuition and small group tuition in groups of approximately 4 pupils. At Key Stage 4 the option groups contain approximately 4 pupils too and individual tuition also takes place within this option. In years 12 and 13 pupils have individual mentoring sessions as required.

Consultant's comments

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

Good communication between the LSU and the teaching staff ensures that staff have access to information regarding learners accessing the LSU. The ISI report (2017) commented that each pupil is known very well by each member of staff.

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Independent Schools only

f)	Current membership (e.g. HMC, ISA etc.):	Society of Heads: IAPS	
	Consultant's comments		
g)	Please supply the following documentation:		
	i. Prospectus. This can be found on line or contact the school if you would prefer a hard copy.	www.fulneckschool.co.uk	Information received
	ii. Recent Inspection reports		Information received
	These can be viewed at:	www.fulneckschool.co.uk	
	iii. Details of Fees and compulsory extras for SpLD pupils		Information received
	These can be found at:	www.fulneckschool.co.uk	
	Consultant's comments		

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

"In Essentials UNITY, in non-essentials LIBERTY, in all things CHARITY"

Our Aims:

- At Fulneck we invest time to develop the potential of each and every individual
- At Fulneck we aim to develop young people with active and enquiring minds with a sense of compassion and understanding for others and the courage to act on their beliefs
- We will strive for excellence in all areas of our school and celebrate achievement
- We will actively promote the traditional Christian Values of care, compassion, humility, honesty and integrity and these values will remain at the heart of our community
- We will foster an atmosphere of respect for ourselves and one another
- We will take pride in our school and the Fulneck Community

In order to achieve these aims, Fulneck will:

- Provide a happy, supportive and nurturing environment in which pupils can learn

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- Challenge, inspire and support pupils as individuals to grow intellectually, personally and spiritually
- Deliver a broad, balanced and relevant curriculum
- Celebrate achievement and success
- Set high expectations for the pupils
- Ensure that every pupil feels secure and respected
- Provide our boarders with a happy and homely environment where they can thrive in a family atmosphere of care and respect
- Provide a broad range of extra-curricular activities
- Provide a positive atmosphere where children want to learn
- Maintain good relationships and effective communication with parents
- Support and develop a professional and cohesive staff
- Prepare pupils to be responsible citizens and leaders in a fast-changing and complex world

The Vision:

- To become the UK's leading, inclusive, day and boarding school for boys and girls aged 3 -18
- To grow and develop the school, investing in facilities and resources where necessary

Consultant's comments

The inclusive nature of Fulneck School was evident through the duration of the consultant's visit. Staff who spoke with the consultant indicated a strong desire to educate all learners and develop each of their individual abilities and aptitudes. The ISI Report (2017) commented that the relationship between the pupils and teachers are excellent.

Criteria
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed Enclosed
- c) If not within SH, please enclose copies of whole school **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**

Information received

Consultant's comments

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Criterion 4	<p>There is a clear procedure for the admission of pupils with Specific Learning Difficulties (SpLD). Parents who spoke to the consultant indicated their children had experienced positive periods of transition. Pupils with statements are admitted if they meet the entrance criteria and it is considered that the school can effectively meet their learning needs. Provision for SpLD pupils is identified within the SEND policy.</p>
	<p>d) Give specific examples of the whole school response to SpLD</p> <p>The Principal shows a commitment to supporting special needs. The teaching of SpLD is a responsibility of all the teaching staff. They are all instructed to make themselves familiar with the special needs register, pupil profiles and IEPs. The boarding staff and learning support assistants can also access this information to enable them to respond to the pupils' needs in an informed manner. The LSU is a department in the school with valued representation on the Senior Management Team. LSU pupils make a significant contribution towards the school. They participate in a wide range of extra-curricular activity and hold positions of responsibility. Former LSU students have returned to school to speak to our students about their experiences at University and the world of work.</p> <p>Consultant's comments</p> <p>The whole school response to meeting the individual needs of SpLD pupils was evident during the consultants visit. The ISI Report (2017) commented that pupils with SEND, especially those with dyslexia, progress well due to the effective support from the Learning Support Unit and skilled teaching assistants.</p>
	<p>e) Number of statemented / EHCP pupils:</p> <p>There are 2 EHCP pupils and 1 with a draft EHCP.</p> <p>Consultant's comments</p>
Independent Schools only	<p>f) Types of statemented /EHCP needs accepted:</p> <p>Cognition and learning and co-occurrence of communication and interaction needs, medical and health needs are also looked at.</p> <p>Consultant's comments</p>

3. Identification and Assessment

Criterion 1	<p>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:</p> <p>The School Admissions team and in particular the registrar are sensitive to the needs of parents/guardians who need to choose a school for their child who has a Special Need. There is a space on the registration form for parents to comment if their child has Special Needs. The individual needs and any reports are discussed with the SENCO and the Principal. A taster day is arranged where the child can meet their peers and have an informal meeting with the SENCO.</p> <p>Arrangements are then made for the pupil to take the entrance examination. Appropriate Access Arrangements are given.</p> <p><u>A greater level of detail concerning the admissions process for SpLD pupils is given in the enclosed SEN policy.</u></p>
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Fulneck does accept children who it feels can benefit from the support and ethos of the school. Support is given according to the child's needs when a place is offered.

We aim to implement the approach to identification and intervention. In Key Stages One and Two, pupils who are underperforming in relation to expectations are given differentiation by the class teacher and they also have additional '1 2 3 Maths' and appropriate strategies such as 'fresh start' and other tailored help in the Ruth Miskin scheme. Pupils are assessed using PIPS, InCAS, NVR, VR and COPs. Pupils who do not make progress following these interventions can be referred to the Learning Support Unit for specialist teacher assessment and/or consultation with the school based psychologist. Pupils who join with an EP report or similar are given the provision outlined in the report. See folder for the wave of intervention model. At Key Stages Three and Four, teachers refer to pupils' performance against their MiDYS, YELLiS and ALLiS predictions. Pupils can be referred by staff, parents or in some instances themselves, if they feel there is a difficulty. The data from assessment weeks is closely monitored. The process of tracking is followed by the Director of Studies in the Senior School. Year Seven are all screened using LASS and pupils at risk from SPLD are further investigated.

Having attended training and worked with dyslexic pupils, the staff are adept at picking up the signs of literacy or numeracy difficulties and do use the referral process. An assessment is then arranged with the specialist teacher within school and on some occasions, the Psychologist. The Psychologist also sees pupils who have a range of emotional needs. The parents need to give written consent to be seen by the Psychologist. As a team, we have a wide range of experience in the assessment of learning difficulties.

In summary, our approach to identification and provision is summarised by the four stages of the 2014 Code of Practice: Assess, Plan, Do and Review.

Consultant's comments

The Learning Support Team are experienced practitioners who are able to identify and support learners. The identification process is outlined in relevant documents.

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

This follows the pattern outlined in 3a with stages on intervention.

Consultant's comments

The graduated response to the identification of need was evidenced during the consultant's visit.

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

Referrals are made as previously outlined. A specialist diagnostic report can be implemented by a support teacher and or a referral may be made to the school Psychologist. Parents may wish to obtain an assessment externally following advice from the school and their GP.

Consultant's comments

Parents contacted as part of the consultant's visit indicated they considered they were supported well by the School and the Learning Support Unit during assessment procedures.

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4. Teaching and Learning

4. a) How is the week organised?

The timetable consists of 10 half hour periods during the day: the majority of which are arranged into double lessons. In Key Stage Two the pattern is similar, although the timings are slightly different to allow for the use of the Dining Room. Reception to Year Two have longer lessons with time allocated for outdoor play. Assemblies take place in the middle of the day.

Consultant's comments

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

In the Junior School, pupils are withdrawn for predominantly one hour lessons and these are decided by liaising with the relevant class teachers. In Senior School, the pupils in Years 7-9 are mainly withdrawn from MFL. At Key Stage Four, some pupils take the LSU Option which consists of two, one hour lessons. Some pupils have monitoring during form time. A minority of pupils who do not attend at these times have individual arrangements which may include lessons after the school day has finished. The teachers demonstrate commitment to providing multi-sensory experiences in the classroom and for their homework. The homework is matched to the pupils' individual needs, particularly in Years 7-9. For example, the tasks might include making a model castle, presenting information in a poster or the creative use of technology to present information. The teachers take advice from student profiles and IEPs to meet the needs of the students. Boarders' homework takes place in a supervised session in the senior school library and study room within the sixth form centre. The SENCo assists with homework one night per week to enable the monitoring of the LSU boarders and their management of their homework tasks. An LSA assists on another night, paying particular attention to the pupil with an EHCP. She will have knowledge of the tasks undertaken in class and so this is a useful link. The homework is recorded in homework diaries and can be viewed on Edmodo. The LSU has a 'Zone in' session each lunchtime where students can receive support with their class work or homework from LSU staff.

Consultant's comments

The IEPs provide a valuable document for staff. Multi-sensory teaching practices observed during the consultant's visit enable learners to access the curriculum. Careful monitoring by Mrs Dunn is one method that enables her to gain a holistic view of teaching/ learning arrangements for SpLD learners.

Criterion
3 & 4

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

The teachers have access to IEPs and profiles giving information about the pupils' strengths and weaknesses to enable their lessons and homework tasks to be planned. As we operate in small classes, the teachers know their pupils well and can adapt materials to their strengths and work on developing the areas of need. Many students use technology to assist them during the lessons: there is support for SpLD from the LSAs in lessons according to the pupils' needs. Recommendations in EHCPs are, therefore, met. There are opportunities for learning support teachers and staff to engage in dialogue about their pupils.

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Consultant's comments

The use of technology to support learning was evident during the consultants visit. Teachers who were observed were aware of the individual needs of pupils in their classes.

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

The profiles and IEPs are written by specialist teachers who liaise with English and Maths subject and form teachers (KS2). In Key Stage One, teachers and teaching assistants are responsible for this. The documents are working documents. They are discussed with parents at parent consultation meetings. IEPs are reviewed in December and July. They are accessible within a folder in the staff shared area and on the SIMS programme.

Please indicate **two examples** enclosed



Consultant's comments

IEPs form a working document in the school. This was evident in the lessons observed.

- e) Records and record keeping:

The individual specialist teachers are responsible for planning the pupils' work programme, lessons and recording information. The teachers also give half-termly effort grades in the senior school, the learning support unit provides written reports twice a year in the senior school and three times a year in the junior school. There are departmental records for each pupil who has been tested and /or attends the learning support unit. Records consist of specialist teacher reports, E.P reports and any other pertinent information from outside agencies. Copies of the WRAT test forms are also kept and record forms of any other assessments undertaken (TOWRE, DASH, BPVS, WRIT, CTOPP, WIATT.) The completed Form 8 access arrangements are kept for inspection purposes in the exams office.

Consultant's comments

A wide range of records are kept. During the consultant's visit, staff discussed how they access these records as part of a process of meeting the needs of individual learners.

Criterion 3

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

Criterion 3

- g) Impact of provision – assessment summary all pupils (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	28	28	97.8	303.2	92.3
SpLD Pupils	5	5	100%	256.0	85.3

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G

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Whole School	37	92.7	91.9	100%
SpLD Pupils	14	87.0	78.6	100%

Key Stage 2	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	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:

Data = CEM PiPS (January 2017)	No. of Year 6 pupils entered	English		Maths	
		L4+	A/D	L4+	A/D
Whole School	19	46%	15.80%	49%	5.30%
SpLD	9	54%	11.10%	57%	0

SpLD = Pupils identified as EAL, dyslexic/dyslexic tendencies, communication & language difficulties, or literacy/numeracy concerns.

Value Added (contextual)

Data = CEM PiPS (June 2016)	No. of Year 2 pupils entered	English		Maths	
		L2+	A/D	L2+	A/D
Whole School	15	89%	n/a	94%	n/a
Dyslexic	0	0	n/a	0	n/a

English is an average score for reading and writing.

Data = Standardised test (June 2016)	No. of Year 6 pupils entered	Verbal reasoning		Non-verbal reasoning	
		SS	A/D	SS	A/D
Whole School	17	102	24	107	19
SpLD	7	100	2	112	-3

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For over two years, the 'assessment by levels' has been disbanded by the Government; schools are now left to choose their preferred method of assessment. At Fulneck we use the CEM series of assessments from 'Base' (baseline testing at Reception age) through to PiPS and InCAS in the junior school. None of the tests are curriculum based and so children cannot revise for them. We are phasing out PiPS because InCAS gives us greater detail on the abilities of the children. This information allows us to spot any issues very early on in the child's development, allowing us to begin the process of intervention. The PiPS series of tests only gives chances of performance at the levels. The tests do not have a science element. I have spoken to the CReSTeD administrator about this (Liz Crossley) to explain the situation and she plans to take this to the next meeting of the board members. Hopefully, this should add context to the figures above.

Consultant's comments

The recent ISI Report (2017) indicated pupils' progress and attainment across the school is good.

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

Criterion 5.1 5. a) General resources for teaching SpLD pupils:

The Learning Support unit has two specialist rooms situated at the East end of the school adjacent to the reception. There is an office on the first floor for administration purposes. There is a wide range of programmes available to support the pupils the Dyslexia Action Literacy and Maths programmes, the junior school have the 'Fresh Start' programme for pupils in years 5 and 6. There is reinforcement for the Dyslexia Action Programme via the Stile programme for Phonics, Stile Comprehension, Punctuation and Spelling. In the Senior school the Cambridge Maths scheme which is followed by the school, gives a good range of reinforcement sheets. There is also a wide range of study skills material and supplementary material to assist pupils with their GCSE subjects.

Consultant's comments

There is a wide range of resources for the staff in the Learning Support Unit to access to enable them to meet the individual needs of learners.

Criterion 5.2 b) ICT:

The school uses a variety of ICT to enhance learning. The EDMODO system is particularly useful for pupils with SPLD. Using the EDMODO system, the pupils can access homework and lesson information and on occasions submit assignments. Pupils with SPLD are encouraged to use technology for support. We like them to learn to touch type and for those pupils who require a scribe they are taught to use the Dragon voice activated software. The school has a site licence for this and it also facilitates the pupils' independence. A computer reader Claro read is also used to support pupils with text reading especially in years 9---11 where they are prepared to use this in their GCSE examinations and especially within the English reading section of the GCSE English Language examination. Throughout, the senior school pupils explore different modes of recording their work. We also use reading pens for examinations and pupils can trial these in lessons too. Wordshark, Numbershark, Spelling and Tracking, Clicker 7 and My Maths

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are all used in the learning support unit to provide reinforcement and extension work for the pupils within lessons. In order to develop a link between mainstream and specialist teaching there is a site licence for Wordshark and clicker. Specialist teachers communicate with the class teachers in key stage 2 and English teachers so that DALP reinforcement may take place. There is also a touch typing club which is offered as an extracurricular activity.

There are four ICT suites within the school and the majority of classrooms have interactive whiteboards. Chromebooks are used in the Junior School.

Consultant's comments

During the consultants visit ICT was used in a variety of observed lessons and in the Learning Support Unit. Pupils interviewed as part of the visit commented upon the valuable contribution ICT made to their learning.

Criterion 5.3

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

The screening of pupils for access arrangements begins in year 9 and continues until pupils complete their exam courses in year 13. The majority of access arrangements are undertaken by staff with specialist qualifications within the learning support unit. On occasions staff may feel it is necessary to refer to an EP who visits the school. Parents may obtain a report from outside school if they wish but the SENCo must agree that this is or will be their normal way of working in school. The teaching staff have information about pupils Access Arrangements by the special needs list, student profiles and IEPs. Pupils utilise their access arrangements in internal tests and ISAs. This is encouraged throughout the school. Form 8's and appropriate evidence are held in the school's examination office.

Consultant's comments

Criterion 5.4

- d) Library:

There is a main school Library situated at the west end of the school and a junior school library at the east end. The library is also a study centre and the senior library contains 20 PCs and an interactive screen to assist learning. Dragon software is available on many of the library computers. The senior library does have a wide range of books to support reading for learning and enjoyment. Within the school there are a number of 'quick reads' for SPLD pupils. A library lesson is an integral part of the English curriculum and the librarian often undertakes a range of activities to encourage a love of reading.

The Junior library has a good range of books with a number being specifically aimed at SpLD pupils, such as 'quick reads' and the Barrington Stoke books. There are a number of chrome books available in the library. Recently there has been a very successful book fair and many other reading related events such as a Roald Dahl Day.

Consultant's comments

The libraries are very welcoming areas which can be accessed as timetabled lessons. There is a good range of texts to encourage reading and the enjoyment of books in all learners.

6. Details of Learning Support Provision

DU 6.3

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

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The Learning Support Department has a central role in the life of the school. Many of the pupils will, at some time on their, educational journey, require support or intervention so that they can achieve their potential. The work of the Unit consist of a) waves of intervention to support specific pupils following a referral; b) acts as a source of advice and good counsel with regards to catering for the variety of ability evident in the pupil population; it also has a vital role in the wellbeing of the pupils with SpLD. The Unit does not work in isolation: there are opportunities for academic staff to use the resources; there is frequent liaison and shared working with the school nurse and the overall the work of the unit is highly regarded by all stakeholders.

Consultant's comments

The Learning Support Unit forms a central part of the school. It can be accessed by both the learners at Fulneck School and the staff. Conversations with parents, who were contacted in relation to this visit, indicate they value the Learning Support Department. The Learning Support staff are held in high regard by colleagues at the school and by the pupils who spoke to the consultant during the visit.

DU
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

The Unit occupies two bright and spacious rooms on the ground floor of the east end of the school. It is staffed by a full time SENCo and a number of specialist teachers and learning support assistants. Pupils attend the Unit on an individual and group basis according to their need. The Unit is open for all of the school day and after school as well.

Consultant's comments

The Learning Support Unit is a welcoming and well organised space. It is well utilised with examples of work completed by learners displayed on the walls.

DU 6.6

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

The SENCo has Head of Department Status within the organisation and attends Senior Management meetings as and when it appropriate to do so.

Consultant's comments

Conversations with senior members of staff at the school indicated the valuable contribution Mrs Dunn makes to curriculum design and delivery.

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

Information received

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

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DU 7.4	<p>Staff within the Learning Support Unit are experienced and have an array of relevant qualifications.</p>
	<p>c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)</p> <p>Yes, there are three staff with specialised qualifications within the department at present.</p> <p>Another member of staff is undertaking the Dyslexia Action Mathematics course and a further member of the teaching staff is completing the teaching for SpLD at Edge Hill University. The school retains the services of a clinical/educational psychologist.</p> <p>This demonstrates that the school has a firm commitment to maintaining and expanding a specialist team.</p>
MS Only	<p>f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):</p> <p>The school is committed to inclusive practice. Part of the INSET training each academic year, takes the form of sessions on Dyslexia Awareness and use of varieties of strategies. We also use the time to enlarge staff awareness of pupils with communication and other difficulties as the need arises.</p> <p><i>Consultant's comments</i></p> <p>Teachers who were spoken to during the course of the visit spoke of the value they placed upon SEND focused training and ongoing informal dialogue with the Learning Support Unit.</p>
Criterion 4	<p>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?</p> <p>The observed members of staff did demonstrate an ability to meet the needs of SpLD pupils. Learners were engaged during the observed lessons and teachers made relevant accommodations to enable all learners to access the curriculum.</p>

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

Independent Schools only	<p>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.</p>
	<p><i>For completion by consultants only: Parent Contacts:</i></p> <p>All the parents contacted expressed the positive relationship they had with the School and the positive outcomes their children had experienced at Fulneck School. They talked of their children developing both academically and in confidence. Parent's considered their children's individual needs were acknowledged and met. One parent commented that the "Learning Support Unit are marvellous"</p> <p>Parents contacted felt they could contact the school to discuss any matters and could arrange meetings with staff as required. They commented upon the regular updates they receive from the school regarding the progress</p>

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

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

their children make. One parent commented how the school showed great care and empathy for their child.

All parents were pleased with the provision made for their children at Fulneck School with one parent stating they have a “happy child who is thriving in this environment”.

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

During the course of the visit the consultant spoke with a group of pupils. They all spoke very positively about the Learning Support Unit and about the support they received from the teaching staff of the school. The pupils considered they received lots of support from the Learning Support Unit. They enjoyed their lessons in the Learning Support Unit and had high praise for Mrs Dunn and her colleagues in the Learning Support Unit. The pupils considered that lessons at Fulneck School were taught in a way that enabled them to learn. They were happy at the school and considered they were making progress in their studies. The VI form pupils commented upon their appreciation of the ongoing support from the Learning Support Unit as they prepared for their examinations.

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	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	√
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.	√
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√

Summary of Report including whether acceptance is recommended:

Fulneck School meets the criteria for a category DU school.

Fulneck School has an experienced Learning Support Department which is dedicated to supporting the needs of learners. Observed lesson embedded an ethos of multi-sensory teaching to enable all pupils to access the curriculum. During the visit pupils spoke of the supportive and caring environment in the School. They clearly enjoyed being part of the school.

Parents who were contacted also spoke very favourably of the School and the support it offered their children.