



## Council for the Registration of Schools Teaching Dyslexic Pupils

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

### Re-registration Application Form Master Copy

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

**Please note:**

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore, your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the (re-)registration process are **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.

<b>On completion please indicate category applied for</b>	<b>Currently LSC would like to change to SPS</b>	<b>Category Recommended by Consultant</b>	<b>LSC</b> Agreed with College
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#### Contact Details

Name of person completing form:	<u>Adam Sharpe</u>
Tel:	01243 814320
Email:	<u>senco@slindoncollege.co.uk</u>

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:	<u>As above</u>
Tel:	<u>As above</u>
Email:	<u>As above</u>

Date of visit:	<u>10/05/2023</u>
Name of Consultant(s):	<u>Anita Laws shadowed by Kelly Challis</u>

## School Details

Name of school:	Slindon College		
Address of school:	Top Road, Slindon, Arundel, West Sussex, BN18 0RH		
Telephone:	01243 814320	Fax:	
Email:	<a href="mailto:registrar@slindoncollege.co.uk">registrar@slindoncollege.co.uk</a>		
Website:	<a href="http://www.slindoncollege.co.uk">www.slindoncollege.co.uk</a>		

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

Name:	Mrs Sotiria Vlahodimou
Title (e.g. Principal):	Headteacher
Head/Principal's telephone number if different from above:	As above
Qualifications:	BSc MSc Post. Grad. Dipl. PGCE Nat. Award for SEN co-ordination SpLD Level 5 NPQH
Awarding body:	University of Surrey University of Greenwich University of Brighton University of Chichester University of Chichester Dyslexia Matters – OCR

## Consultant's comments

Mrs Vlahodimou joined the staff of Slindon College five years ago, initially as a specialist dyslexia teacher. In September 2017, she was promoted to the role of Deputy Head Teacher/SENCo, posts she held until November 2022 when she was appointed Head Teacher.

Mrs Vlahodimou is an experienced teacher with considerable knowledge of special educational needs both as a practitioner and manager. This coupled with her extensive understanding of the college, its staff, parents and pupils that she has built up over the years means that she is in a good position to reflect on what has already been achieved at the college and to evaluate and consider the direction that she wishes to take the college in next to build on its success.

As part of this process, Mrs Vlahodimou and her team are keen to develop the work that is ongoing within the college to support pupils with additional educational needs, particularly those with dyslexia and several new initiatives have already been started.

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

Name:	Adam Sharpe
Title (e.g. SENCO):	SENCo
Telephone number if different from above:	As above
Qualifications:	BA (Hons) MA PGCE CELTA SpLD L5 Nat. Award for SEN co-ordination – in progress
Awarding body:	Oxford Brookes University Cardiff University Goldsmiths, University of London Cambridge English Dyslexia Matters – OCR Chichester University

**Consultant's comments**

Mr Sharpe has recently taken the post of SENCo, having worked closely with the Head Teacher as Deputy SENCo prior to her promotion.

Mr Sharpe is a qualified specialist teacher with expertise in dyslexia who shares the vision of the Head.

He is very focused on empowering learners to understand and take responsibility for their learning and has in a short period of time taken the lead in a number of projects which are being trialled in specific sections of the college with a view to them being rolled out universally at a later date.

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## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	938/6094		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 86	39	8-18
		Girls:		
	Boarding:	Boys: 13	5	11-18
		Girls:		
	Overall total:	99	44	

### Consultant's comments

At present the college caters for a wide range of needs. 44% of pupils have SpLD which is a higher proportion than was reported at the previous visit.

- c) Class sizes – mainstream: Maximum of 10

### Consultant's comments

While the maximum class size is 10, most of the classes observed during the visit were smaller, especially in GCSE classes where pupils are grouped according to ability.

In most of the lessons observed additional adults were present and observed in their role of supporting individual learners

- d) Class sizes – learning support: 1:1 (OT and SALT do also run small groups as well as 1:1s)

### Consultant's comments

Learning support takes the form of individual and small group sessions. Those which are established to support learners with SpLD are led by experienced and qualified specialist teachers.

The changes made to the speech and language provision since the beginning of the year – which include an increase in group and paired sessions - appears to be working well.

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

A Focused Compliance and Educational Quality Inspection of Slindon College took place in November 2022. This visit focused on compliance of the standards and educational quality. It also served as a material change visit in anticipation of the school's application to increase its roll. The report states that::

"Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law abiding citizens."

"Arrangements are made to safeguard and promote the welfare of pupils by means that pay regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid."

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Independent  
Schools  
only

“Pupils are properly supervised, admission and attendance registers are maintained as required, and there is a strategic approach to risk assessment.”

- f) Current membership (e.g. HMC, ISA etc.): ISA, ISBA, BSA, AGBIS, CReSTeD, nasen, The Good School Guide, Anti-Bullying Alliance.

Consultant’s comments

The school has a number of memberships including that of CReSTeD and nasen which reflect its ISI status as an independent school providing specialist learning support.

Its commitment to providing a caring environment in which bullying is considered unacceptable is further demonstrated through the school’s membership of the Anti-bullying Alliance.

- 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 See enclosed document

or provide link to view reports via the internet

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

or provide link to view reports via the internet

<https://www.slindoncollege.co.uk/about/inspection-reports>

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

or provide link to view information via the internet

<https://www.slindoncollege.co.uk/fees>

Consultant’s comments

All required documentation was provided to consultants ahead of the visit.

Inspection reports and the fee structure are also located within the school’s website and thus are easily visible to parents and prospective parents/guardians.

While the prospectus and website are well presented, clearly set out and informative, they were both produced some time ago. The needs of pupils with anxiety, MLD and autism feature within the text and exemplify the diverse range of needs that the college has been keen to meet.

The new leadership is aware of the this and a review of all documentation is in process. The aim of this is to ensure that all relevant documentation is updated to clarifying the specific profile of needs that the college intends to cater for with a greater emphasis on dyslexia.

The fee structure sets out the basis fee structure for day and boarding pupils as well as additional costs for SEN support and intervention.

Costs are provided for 1 session /week of 1 to 1 literacy and numeracy tuition

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Speech and language therapy, social emotional aspects of learning, occupational therapy are also included, although it is not clear if these are individual or small group sessions.

English as an Additional Language and assessments are also available-process are provided upon request and are not included within the advertised fee structure.

## 2. Policy and Philosophy with regard to SpLD Pupils

Criteria  
1 & 2

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

Slindon College offers an educational experience for pupils who may struggle to fulfil their potential in independent and mainstream schools.

Current parents will tell you that they chose Slindon College for their child, because the children here are all cheerful, enthusiastic and respectful. They might add that the College provides exceptional teaching, small classes, outstanding personal development and suitable academic challenges that are tailored to the individual.

Slindon College provides outstanding transformative education and pastoral care for boys who will thrive in a specialist learning environment more suited to Specific Learning Difficulties (including Dyslexia), Developmental Language Disorders and associated conditions.

Our small size, strong pastoral care and great partnership with parents enable us to understand our pupils' strengths and provide what they need to enjoy and achieve.

We believe passionately in the importance of the individual and removing learning barriers. Every child at Slindon College is valued for who they are, each child is encouraged to develop their talents and the College supports them to achieve their personal best. As our pupils will tell you, in our community, "we are all the same because we are all different".

Please also refer to Aims and Values:  
<https://www.slindoncollege.co.uk/about/aims-values>

### Consultant's comments

Located within the South Downs National Park, Slindon College prides itself on the welcoming and caring environment that it provides for boys aged 8-18yrs

Both within historic Slindon House and the extensive and beautiful grounds, pupils of all ages interact with each other and staff in a relaxed but totally respectful manner which is indicative of the value that is placed upon each individual.

The college is not registered as a special school but the focus and philosophy of the college is very much to support the needs of individuals who have struggled in mainstream who require an alternative approach in order to achieve their best.

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Criteria  
1 & 2

Within the small classes staff work hard to meet the needs of individuals and pupils respond showing interest and perseverance in the tasks provided.

- |      |                                                                                                                                  |                                                                                    |
|------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| b)   | Please indicate copy of the whole school <b>Staff Handbook (SH)</b> enclosed                                                     | See enclosed Employee Induction for both Teaching staff and Learning Support Staff |
| c)   | <u>If not within SH</u> , please enclose copies of whole school <b>policy statement(s) with regard to SpLD pupils</b> outlining: |                                                                                    |
| i.   | <b>Policy for SEND/SpLD</b>                                                                                                      | See enclosed document                                                              |
| ii.  | <b>Support for policy from Senior Management Team</b>                                                                            | Within SEN policy                                                                  |
| iii. | <b>Support for policy from governors</b>                                                                                         | Within SEN policy                                                                  |
| iv.  | <b>Admissions Policy/Selection Criteria</b>                                                                                      | See enclosed document                                                              |
| v.   | <b>Identification and assessment</b>                                                                                             | Within SEN policy                                                                  |

**Consultant's comments**

The SEND policy was reviewed in July 2023 and more appropriately sets out the new direction of the college describing it as “an independent day and boarding school for boys which provides inclusive education to pupils with Education Health Care Plans and also pupils with Specific Learning Difficulties identified via a different route such as an Educational Psychologist assessment or parental referrals.”

It is a comprehensive document that sets out the school’s vision to “Provide high quality teaching that is differentiated and personalised to meet individual needs.”

This policy is well set out and clearly sign posts roles and responsibilities, aims and objectives as well as providing information relating to the various types of special educational needs and how the college supports these. It provides clear guidance for staff and parents.

Linked to this is the Learning Support Department Handbook which provides information specific to the work of the department including guidance on department planning, training programme, records of achievement, assessment schedules, specialist teaching expectations etc.

A college development plan was also provided. This was created in April 2023 and was based on information obtained from the ISI inspection November 2022, School Council recommendations, feedback from parental, staff and governor questionnaires and lesson observations.

As a result of the consultation the Head Teacher has a thorough understanding of the strengths within the college as well as the areas where improvements can be made. Within this framework opportunities to develop the experience of pupils and staff are targeted.

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The admission process is set out in the prospectus. The college holds Open Mornings twice a year when prospective parents and pupils can tour the school and grounds and meet with the Head teacher and staff.

At the initial stage in the process copies of reports, professional reports/assessments, EHCP and current school references are considered.

If the college considers the pupil to be a suitable candidate, the family is invited to a meeting with the Head Teacher.

Taster trial days are then set up with the prospective pupil joining classes in their current year group. This is an important part of the process which helps to ensure that college staff, parents and prospective pupils are comfortable with the choice.

Criterion 4

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

Teachers and LSAs are informed about the student's difficulties via the SEN register. The SEN register is kept up to date with identified or developing needs, targets agreed at the Annual Review meeting, OT and SaLT strategies (where applicable) and recommended classroom strategies. All lessons are modified in pace and context to meet individual needs. Assistive Technology is utilised when suitable such as Dragon speak (and other speech to text options), reader pens, laptops, ipads etc. SALTs and OTs are consulted on how to tailor class practice to suit individuals' needs or offer general support such as anxiety regulation during exams.

#### Consultant's comments

The SEN register is an important tool which provides staff with up to date information about the pupils that they teach, and ensures that all staff are aware of the specific needs of the pupils as well as the strategies and support required. All information is recorded on a spread sheet which is updated regularly throughout the year- and after annual reviews. It is accessed securely through the staff portal which makes it easily accessible.

Staff spoken to during the visit find the register helpful. They also mentioned how information is sent out to staff about new pupils prior to their arrival.

Staff also drew attention to how "As a small school staff we able to provide a more personal touch. We can talk to pupils and see what works best for them."

The fact that Thursday afternoon staff meetings provide an open forum for staff to discuss individual pupils and share positive strategies or successes is valued by staff as is the opportunity to communicate with each other across departments, which, they felt is supported by the size of the school.

Within lessons LSAs were observed working with specific pupils. These staff members used a range of strategies to encourage, focus and illicit understanding of the tasks in hand. They demonstrated positive relationships with the pupils with whom they worked and were effective in their roles.

The college has been aware of the need to develop IT and has invested in new laptops and additional resources.

In addition to class sets of laptops which are available particularly for older year groups, laptops are available and used by individuals in lessons.



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C pens are also regularly used.

All classrooms visited were equipped with both a large white board and a board which was used by staff to show PowerPoint presentations, videos and illustrations.

'Google Classroom' is now embedded within lessons throughout the college and 'Just Maths' videos are now being used to support in this subject. Staff spoke of further plans are in place to develop the use of ipads within the English curriculum.

In addition to the above, measures put into place initially when COVID restrictions were in place to enable pupils to access vital equipment while reducing the risk of contamination have proved effective in supporting pupils with personal organisation.

Pupils now have their own box in all lessons which contain pens, highlighters, scissors and specific items relevant to the subject. This means that pupils have everything that that need at their fingertips and do not need to wander around the room looking for items.

It also means that in practical subjects such as maths concrete apparatus can be added to boxes according to the level at which individual pupils are working. This helps to encourage pupils to make use of such items without drawing attention to the fact.

e) Number of statemented / EHCP pupils: 70

Consultant's comments

A considerable number of pupils have an EHCP.

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f) Types of statemented / EHCP needs accepted:

Dyslexia, ASC, ADHD, Dyscalculia, Dyspraxia, DLD, GDD, social communication difficulties and SEMH due to unmet needs

Consultant's comments

The college caters for a wide range of needs and there is not one type of need that all pupils have in common.  
.At present speech and language needs are the most prevalent within the college.

### 3. Identification and Assessment

Criterion 1  
DSP &  
SPS 6.9

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

All students are assessed at application stage to ensure that their needs can be met at the school. For further information please refer to the submitted Admissions Policy.

Consultant's comments

At the initial stage of the admissions procedure parents are asked to provide copies of all reports, assessments, EHCPs etc. If staff feel that the college can support the needs of prospective pupil a number of taster days are arranged. During this time staff are able to work with the pupil and are able to informally assess the level of need and support that will be required.

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While the majority of pupils attending the college have an EHCP and/or have professional reports in which the learner's needs are very clearly identified, this is not the case for all pupils. The college also accepts pupils who are referred by their parents without specialist reports and assessments. These pupils need to be very carefully monitored by staff and professional advice sought as required.

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

Monitor progress across the curriculum (tracking on school reports) and via Renaissance Place Star Assessments, NGST spelling tests and NGST CAT tests. Further assessments (EP, specialist Dyslexia assessor etc) can be arranged in consultation with parents / guardians.

*Consultant's comments*

All pupils are regularly assessed using a range of assessment tools throughout the year. Information obtained as a result is monitored and reported to parents/carers.

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

Tracking on school reports  
Termly Star Assessments  
NGST spelling tests (twice a year)  
ILPs  
EHCPs  
Parent / guardian and staff consultations which could lead to a specialist assessments (EP).

*Consultant's comments*

The SENCo is able to use the tracking information to discuss concerns with parents/carers. The decision to refer for specialist assessment is made in consultation with staff and parents.

Any additional assessment incurs an additional cost.

## 4. Teaching and Learning

4. a) How is the week organised?

See enclosed school day document

*Consultant's comments*

The school day consists of 50 minute lessons and extends until 4.30pm Monday to Wednesdays with shorter days on Thursdays and Friday.

It includes two extended breaks. During this time snacks are available for pupils who are able to explore the school grounds, including the farm, wooded areas, sensory garden and playing areas.

The farm is particularly popular with its two alpacas, ducks, chickens and donkeys.

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

All students have Literacy and Numeracy sessions (Key Skills) twice a week at the start of the day. A reading session (Drop everything and Read) is also allocated for all students every day after the afternoon registration. All lessons are modified in pace and context to meet the individual's needs.

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Some students have 1:1 LSAs, others might have LSA support within the class shared with other students. LSA allocation is directed by the students' EHCPs. Most students with diagnosed SpLD receive 1:1 Literacy intervention by a Specialist Dyslexia teacher (Level 5). There are a number of students (with EHCPs) with no formal diagnosis who also receive 1:1 Literacy intervention with a Specialist Dyslexia Teacher. The college runs a flexible homework initiative called Learning Plus and all boarding pupils have prep time each week.

#### Consultant's comments

The Key Skills sessions which take place for 40 minutes at the beginning of the day on Monday to Thursday are a valuable addition to the pupils' timetable. It is an effective method of supporting the individual needs of pupils.

This time is designated for secondary aged pupils and during this time pupils are grouped according to their House.( with each House split into KS3 and KS4). Staff are able to select a collection of activities which includes repetition and consolidation of reading, writing and numeracy skills. These may include reading/ writing about topical events or work related to a book which is read to the House. 'Typing Club' is used to develop touch typing skills.

In KS4 'Google Classroom' and 'My Maths' are used to support individual learning. Time is also allocated for the completion of work.

DEAR sessions pupils are involved in a range of reading opportunities. These include shared reading, working with 'reading buddies' and individualised reading of 'Renaissance Place' books after which pupils take computerised quizzes.

The Learning Support Department plays an important role in ensuring that the needs of pupils with SpLD are met. The Learning Support team consists of the Assistant SENCo and two qualified specialist teachers (level 5). An additional member of staff works as an unqualified specialist teacher under the direction of the Head Teacher and the SENCo.

Two Speech and Language therapists, two Occupational Therapists, two Interventions LSAs, a SEAL practitioner and a sixth form tutor are also included within the team.

In order to provide additional in class support the college employs a number of Learning Support Assistants. The use of these members of staff has been changed recently. Whereas staff were originally allocated to specific pupils, they now work within departments as subject staff, where they are able to develop/ demonstrate their knowledge of particular subjects and built closer working relationships with the staff with whom they work.

Criterion  
3 & 4

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

Lesson Plans can be made available on the day for the observed lessons. All teachers have access to the SEN register which includes students' needs, short-term targets and learning strategies.

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#### Consultant's comments

During the visit two maths lessons, one history lesson and three English lessons were visited. Observations lasted between 20-30 minutes.

In all lessons behaviour was very good. Pupils were focused and motivated. They listened carefully to instruction, asked questions to clarify their thinking and responded positively to questioning. They worked hard at the activity in hand.

All staff created a positive learning environment. They had developed excellent working relationships with pupils who felt comfortable in their care.

Staff demonstrated good knowledge and understanding of the individual pupils within their classes and used this to target their questioning to specific pupils. In several classes humour was used positively to engage and encourage pupils. On several occasions this appeared to give pupils the confidence to have a go after they had initially appeared apprehensive when initially questioned.

In all lessons incorrect responses were dealt with in a supportive and non-threatening manner with staff giving pupils the opportunity to correct themselves. In order to facilitate this, questions were simplified; rephrased or supplementary questions were used to build up to the required answer.

Classes were generally calm. All lessons were carefully structured in order to develop the learning through a series of activities.

Language used by staff was clear and tasks were broken down into small steps.

All staff demonstrated good time management, lessons were suitably paced, pupils were given time warnings. Staff demonstrated patience and respect for their pupils. In return pupils tried their best and the respect shown to them was reciprocated.

Four literacy support lessons were observed.

Due to the age and nature of the pupil's needs these lessons were very different and demonstrated the range of support that is provided.

In one lesson a year 10 pupil was involved in an analytical task, relevant to his level of study. Sound recognition and spelling was also completed at the end of the lesson through an interactive game. During discussion with the teacher it was evident that several areas of literacy such as spelling, handwriting and vocabulary were explored within the lesson.

In another lesson lots of sound exploration was taking place. Activities used were highly multi-sensory, repetitious and cumulative. Good pace and appropriate challenge was provided.

In the third lesson the teacher made good use of technology to support learning. Initially the pupil used an interactive game to practice segmenting and blending syllables. The teacher then went on to support the learner in the use of a new computer programme that the teacher is trialling to support the

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development of writing. This involved the use of a picture as a stimulus for the planning of a paragraph. This was clearly new to the pupil and the teacher provided clear explanations and demonstrations as to how to access the prompts and to create and record his responses into text boxes. Skilful questioning by the teacher enabled the pupil to develop and extend his ideas through the use of descriptive vocabulary and the generation of more complex sentence structures. Having created a text, the final part of the lesson required the pupil to read his work back to add appropriate punctuation, especially commas.

In the final lesson the 'Singing Walrus' was used to encourage the pupil to sing along to the song in order to recall the months of the year. The pupil was then provided with a range of pens to use to write his name with a view to the pupil deciding which was most suitable for use thereafter.

This activity was used following the advice of the OT as part of a range of strategies which had been suggested after the teacher had provided a sample of writing for analysis and demonstrates how professionals are now working together to support pupils.

Throughout all of the 1 to 1 lessons observed staff were extremely positive and encouraging. Pupils received lots of specific praise to which pupils responded well. They were relaxed and were happy to engage in the activities.

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

See enclosed examples, ILP Master Copy and ILP Lifecycle and Guidance document

Please indicate **two examples** enclosed

See enclosed documents

Consultant's comments

While the majority of pupils at the college have an EHCP and consequently have targets set which are reviewed as part of the annual review process only pupils with one to one literacy and numeracy interventions have an ILP.

These are written by Learning Support staff and are reviewed on a termly basis. Alpha to Omega assessments are used to inform the target setting and guidance relating to the timing of assessments, and the sharing of target with parents are outlined in the learning support department handbook.

While the documents produced specify individual targets, the fact that they rely heavily on spelling assessment means that they are limited in content and do not necessarily relate to outcomes identified in EHCPs. They would also benefit from being SMARTER.

Pupils with OT and SALT interventions receive termly targets and progress updates.

e) Records and record keeping:

All records are kept securely on the school's Z Drive or in the SENCo's office (which has restricted access).

Consultant's comments

The college makes use of a range of tools to obtain and record relevant information about pupils' needs and achievement including progress data,

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Criterion 3

f) which is analysed by the SEN team in order to identify pupils who may benefit from additional support.

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

The records of two pupils were viewed at the time of the visit.

Specific information relating to individual pupils which is relevant to all staff is recorded electronically on a secure drive..

In addition to this physical files are maintained for all pupils. These are stored securely. They are well managed with documents stored in a specified order to enable specific information to be located easily. They are updated as additional information becomes available ie after annual reviews, when updated EHCPs are published, when meetings are held and when updated assessment data is added..

Within both of the files reviewed all relevant documentation was included. EHCPs and professional reports provided the college with detailed analysis of the pupils strengths and areas for development. This was used by the SEN team to ensure that suitable provision was put in place to support these needs.

Records of intervention were present as were ILPs.

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						
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	N/A	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	N/A

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

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.*

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

Slindon College also offers BTEC, Gateway, AQA Awards, Functional Literacy and Numeracy skills.

**Consultant's comments**

According to the ISI Focused compliance and Educational Quality Inspection report November 2022, "The school's own framework for assessment confirms that teaching enables pupils to make good progress. Pupils take GCSE/A Level and other examinations at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress."

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

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

We have a wide range of multisensory resources and games which are used in 1:1 literacy sessions. We also use the following programmes or software: Alpha to Omega; Read, Write Inc; Toe by Toe; IDL; Spelling Frame; Phonics Play; My Maths; Literacy Ladder; OSMO.

Resources will be available for the visit and the lessons observed.

**Consultant's comments**

The college is well resourced with physical games and multi-sensory equipment to support learning.

Within class rooms subject staff have their own resources particularly in maths where a range of manipulatives are available.

A wide range of more specialised resources are available for use in one to one lessons. These items are stored within the Learning Support Department where they are readily available and well cared for.

As the college has invested in technology staff in both the main college and the Learning Support Department are making use of the increasing range of software that is available to them to make lessons interactive, engaging and memorable.

- Criterion 5.2 b) ICT:

Slindon College offers iPads with a variety of apps (there are three sets at the college, one in the English Department, one in the Maths Department and one for hire by any department), laptops (most departments have a set or close access to one), reader pens, Dragon speak and a range of other voice to text options, touch typing programmes, 1 ICT classroom and another ICT suite available to book for a variety of lessons. The primary department also have a number of PCs. Classrooms are also equipped with interactive boards or screens. Sixth form students have their own allocated computers and desks.

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#### Consultant's comments

Staff in all lessons were observed to make good use of the IT facilities available in order to provide visual and interactive aspects to their lessons.

In English lessons and one to one lessons pupils were observed using laptops to record their ideas. These pupils worked confidently and competently.

- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

Access Arrangements Online is used to apply for access arrangements. Students who have no EHCP are tested by a qualified external assessor, Forms 8 are completed and applications are processed on AAO.

#### Consultant's comments

A detailed record is maintained by the SENCo of all pupils who require access arrangements for public examinations. These are based on the needs of individuals and their normal way of working.

While the college is unable to carry out assessments to support the need for access arrangements, it has good links to external professionals and has an assessor come in each year to test those without EHCPs to ensure they get any support they require in exams and assessments.

As a result of this, pupils are provided with the additional arrangements that they require in order to access the examination process and demonstrate their knowledge within a 'level playing field.'

- Criterion 5.4 d) Library:

Slindon College had a new Library installed in 2019. The Library has an extensive selection of books donated by Usborne publishing. Upon the opening of the library, Usborne publishing committed to donating to Slindon College their full children's publishing catalogue for 5 years.

#### Consultant's comments

The library at Slindon College is extremely well cared for. It is located in a beautiful room which is warm, cosy and inviting.

It houses a wide range of books which are attractively displayed.

## 6. Details of Learning Support Provision

- DSP/TC 6.1 6. a) Role of the Learning Support Department within the school:  
SPS 6.2  
LSC 6.3  
TC 6.4

Please refer to the SEN and Admissions policies submitted. Please also see the Learning Support (SEN) Department Handbook submitted.

#### Consultant's comments

The Learning Support Department is an integral part of the college community.

It is staffed by an experienced and dedicated team of professionals who work hard to provide individualised support for pupils with the aim of developing confidence and core skills to enable pupils to better access the curriculum.

Their work is key in raising achievement for many pupils.



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LSC/TC  
6.5 & 6.7  
WS/MS  
6.8

b) Organisation of the Learning Centre or equivalent:

The SENCo (who is also a member of the SLT) is responsible for the management of the SEN / Learning Support department. The Department consists of Specialist Dyslexia teachers, SALTs, OTs, SEAL practitioners and Interventions LSAs. The SENCo also communicates requirements for class LSA support to the Assistant Head (Curriculum and Staffing).

*Consultant's comments*

The Learning Support Department is a well-managed team.

The management structure is clearly defined. The SENCo, who is currently completing the NASENCo qualification, is supported by an Assistant SENCo who is also in the process of completing the NASENCo qualification. A further member of the team also has this qualification.

Within the department staff have a wide range of experience and expertise.

There is close collaboration between one to one teachers and the speech and language and OT professionals on site.

LSC 6.6

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

The SENCO is a member of the SLT.

*Consultant's comments*

The current SENCo has worked with the newly appointed Head Teacher for some time, initially as her assistant SENCo. He shares her passion for the development of the college and the need to redefine the type and range of needs that the college caters for. He has already started to trial a number of initiatives designed to enhance the delivery of the curriculum and has done so with the full support of the Head Teacher.

d) Supporting documentation, please indicate enclosed:

i. SEND Development Plan (or equivalent)

All enclosed.  
SEND  
Development  
Plan is  
included in the  
Slindon  
College  
Development  
Plan 23-24

ii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff

iii. List of known SpLD pupils in school

Provided

## 7. Staffing and Staff Development

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

Sotiria Vlahodimou – Refer to page 2 of this form for Qualifications. Qualified in Teaching SpLD in 2017.

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

Adam Sharpe – Refer to page 2 of this form for Qualifications. Qualified in Teaching SpLD in 2020.  
Lara Bicker – MA in Inclusive Special Education in 2022 and currently completing Nat. Award for SEN co-ordination at Chichester University.  
Susan Whately – Qualified in Teaching SpLD in 2017.  
Tina Mastromarino – Qualified in Teaching SpLD in 2011.  
Kathryn Clarke – SEND: National Award for SEN Coordination in 2019.

#### Consultant's comments

The Learning Support Staff is led by a SENCo who is experienced and qualified in teaching pupils with SpLD.

He is ably supported by two specialist teachers both of whom hold the Level 5 qualification in teaching learners with SpLD, one of which also holds the Level 7 award.

Two additional members of staff are experienced teachers with an understanding of SEN management who work as specialist teachers under the supervision of the Head Teacher and SENCo.

DSP/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 English teachers have experience teaching students with SpLD and attend regular staff training delivered at both weekly staff meetings and inset days. They have also completed the Dyslexia Awareness Course through Educare (TES).

#### Consultant's comments

All English staff undertake training through the completion of the Educare Dyslexia Awareness Course. This is a one module course completed in 2 hours which provides a general overview of dyslexia.

During the visit we discussed the possibility of the college applying for registration under the SPS category and the need for a more rigorous level of training in order to meet this requirement.

The Head Teacher was receptive to this idea and we considered how the college could incorporate an expectation for newly appointed staff to undertake a formal qualification, supported financially by the college going forward.

LSC/TC 7.4

- 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.)

Yes

#### Consultant's comments

The Learning Support Department caters for a range of needs and includes staff who are qualified to work and support in other areas i.e. SALT, OT, social and emotional needs and English as an additional Language.

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WS 7.5	d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)	Yes	Consultant's comments Staff who are not qualified work under the supervision of the Head Teacher and SENCo.
MS 7.7	e) Staff development and in-service training of learning support staff within last 18 months:	N/A - Independent Setting	Consultant's comments Training days and staff meetings are used to provide additional ongoing training for staff.
MS Only	f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):	N/A - Independent Setting	Consultant's comments
Criterion 4	g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?	Yes.	All lessons observed incorporated strategies to support learners with SpLD which were effective and enabled pupils to access the lesson and achieve.

## 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 contacted as part of this process shared their relief and thanks for the support that they received at Slindon College. Many expressed frustration experienced at previous settings where their son's needs were not met. Several stated that their child had been left to get on with it or had resorted to displaying poor behaviour as a way of trying to gain attention and the help that they required.  Parents stated that they found staff at the college supportive and that their son had made progress since joining the college.
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*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

They appreciated the small class sizes and felt that this was instrumental in providing time for their child. They also stated that the classes were well behaved which meant that pupils were not distracted by poor behaviour of felt compelled to join in as was previously the case.

One parent liked the fact that pupils were trusted to access the outside area without being micromanaged by staff and how being outside surrounded by nature- and the farm had provided a focus for her child.

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

A group consisting of six pupils were spoken to during the visit. Representatives from year 7, 8, 9 and 10 were present.

Although initially rather reserved all pupils were unanimous in their praise for the college.

One pupil stated that his other school couldn't handle him- they couldn't help him with his work and his reading was poor. He was very pleased to say that this was definitely not the case at Slindon. He now feels that his work is fine. Being at the college has made a big different. He particularly likes the one to one support and the fact that teachers can focus just on him.

Another pupil joined the school having lived overseas. He made reference to the small classes which means that he gets more help. At Slindon he is able to work at his own pace. He never has to rush. The lessons are not noisy and so he can concentrate and produce his best work.

Another pupil likes the accessibility at break times. He stated that he liked to play 'Swing Ball' last year but that he was not able to do so this year because it had broken – a new sturdier set is currently on order.

The small class sizes were regarded as a huge plus for all pupils. They also agreed that the college is much better than their previous schools. They appreciate the fact that 'staff monitor behaviour, bullying incidents are low as less students means better supervision.

As a follow up to this one pupil elaborated on his experience. Saying that "if there is poor behaviour, staff take the time to ask if there is a reason. They ask if something is wrong before jumping to conclusions."

<b>Head's / Principal's signature confirming accuracy of school's information (pre-visit):</b>		<b>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</b>	
Sotiria Vlahodimou		Sotiria Vlahodimou	
Date:	03/05/2023	Date:	15/06/2023

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.*

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)	<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 <a href="#">Joint Council for Qualifications guidelines</a> .	<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	DSP	LSC	WS	MS	TC
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"/>					<input checked="" type="checkbox"/> NA
6.2 The school is established primarily to teach pupils with SpLD.		<input checked="" type="checkbox"/>				
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.			<input checked="" type="checkbox"/>			
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.						<input checked="" type="checkbox"/> NA
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.			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> NA
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.			<input checked="" type="checkbox"/>			

# Report Summary

Criteria	SPS	DSP	LSC	WS	MS	TC
<b>6. Specific to the Category of School or Centre: -</b>						
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.						NA
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.				NA	NA	
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	X	X				
<b>7. Qualifications of Teaching Staff: -</b>						
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.			√			NA
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.	y	Y				
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.						NA
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  <span style="color: blue;">The training that is attended is very brief and it was agreed with the college that this is not sufficient to meet this criteria.</span>	?	?				
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.			√			NA
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.				√		
7.6 There is either a SpLD specialist teacher in the school or the school uses specialist support and advice as needed.					NA	

# Report Summary

Criteria	SPS	DSP	LSC	WS	MS	TC
6. Specific to the Category of School or Centre: -						
7.7 The teaching assistants responsible for in-class support have received specific training in SpLD and will continue to receive regular Continuous Professional Development in supporting SpLD pupils.					NA	



# Report Summary

Summary of Report including whether acceptance is recommended:

In recent years the previous Head Teacher extended the range of needs that the college accepted in order to attract a wider clientele. However, this has led to a situation whereby there is some confusion as to the focus of the college as communicated by ISI inspectors and CReSTeD consultants during their visit. .

The newly appointed Head Teacher is fully aware of the difficulties that the current situation presents and is very focused on addressing this issue.

As a result her goal is to steer the college to prioritise and develop its SpLD provision.

Throughout the course of the visit it became apparent that the Head Teacher has the drive, knowledge and understanding of what this will require and has the support of the SENCo and other senior leaders.

In order to achieve SPS registration there are some procedures and practices which need to be in place and the admission criteria will need to be reviewed.

Having said that, the leadership is prepared to adapt its practices and invest in both staff training and resources. Within the short space of time that the Head Teacher and SENCo have been in post a number of initiatives have already been trialled.

While it is considered that the college does not currently meet the criteria for SPS registration, there is a great deal of good work going on for which the college can be commended. I wish them well and look forward to hearing of its progress in the near future.

The college does meet the criteria to remain within its current registration under the LSC category.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
<input checked="" type="checkbox"/>	

## For Office Use Only

Category proposed:

LSC

Consultant's name(s):

Anita Laws

School information received proficiently

Yes

Consultant's signature:		Chairman's signature:	
Anita Laws		Brendan Wignall	
Date:	30/05//2023	Date:	7th June 2023