



Council for the Registration of Schools Teaching Dyslexic Pupils

CRESTeD, Helen Arkell Dyslexia Charity, Arkell Lane, Farnham, Surrey, GU10 3BL
Email: admin@crested.org.uk

Slindon College Re-registration Category DU – Dyslexia Unit

Date of visit:	10 th May 2019
Name of Consultant(s):	Laraine Erhanderr-Lawrence

School Contact Details	Location/ status	Student Details	Special Needs	Assoc' / exams
Slindon College Slindon House Slindon Arundel Sussex BN18 0RH Tel: 01243 814320 Fax: Email: registrar@slindoncollege.co.uk Web: www.slindoncollege.co.uk	Village	74 boys	Dysc Dysl Dysp ADD	ISA, ISBA, BSA, AGBIS,
	Ind, Bdg, Wk Bdg, Day	Ages 8-18 Bdg 11-18	ASD P&S Speech and Language	GCSE, A level, BTEC, Gateway, ASDAN, Functional Literacy and Numeracy skills
Comments: All pupils follow GCSE subjects; the school is small and specialises in SpLD, especially dyslexia and ASD children.				

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:	Slindon College		
Address of school:	Top Road, Slindon, Arundel, West Sussex, BN180		
Telephone:	01243 814320	Fax:	
Email:	hm@slindoncollege.co.uk		
Website:	www.slindoncollege.co.uk		

Name and qualifications of Head/Principal, with title used:		
Name:	Mark Birkbeck	
Title (e.g. Principal):	Headmaster	
Head/Principal's telephone number if different from above:	As above	
Qualifications:	BEdHons	NPQH
Awarding body:	Exeter University	NCSL
Consultant's comments		
<p>Mark Birkbeck was appointed Headteacher at Slindon College in August 2018 to start in September. Previously he worked for Hillcrest Children's Services and is also a local School Governor. He is primarily interested in ensuring that the students are offered challenge and experiential learning within a warm and caring learning environment. He is keen to develop Slindon College's offer of providing a stimulating, broad and balanced educational experience for boys of all academic abilities, taking into account their strengths and weaknesses.</p>		

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:	
Name:	Sotiria Vlahodimou
Title (e.g. SENCO):	SENCO
Telephone number if different from above:	As above
Qualifications:	BSc MSc Post. Grad. Dipl. PGCE Nat. Award for SEN co-ordination SpLD Level 5
Awarding body:	University of Surrey University of Greenwich University of Brighton University of Chichester University of Chichester Dyslexia Matters - OCR
Consultant's comments	
<p>Sotiria Vlahodimou has been in her current post of SENCo since September 2017 and was previously a specialist Dyslexia teacher in Slindon College. She was also appointed as Acting Deputy Head for a term at Slindon College. She is experienced and well-qualified for the role, having been involved in SEN work within the Chichester area since October 2011.</p>	

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1. Background and General Information

1. a) Dep't of Education Registration No.: 938/6094

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	62	20	8-18
	Girls:	0	0	0
Boarding:	Boys:	12	3	11-18
	Girls:	0	0	0
Overall total:		74		

Consultant's comments

About 30% of the pupils have some SpLDs in their learning profiles. It is an all-boy school with boarding facilities.

c) Class sizes – mainstream: Maximum 10

Consultant's comments

The class sizes are appropriate for the mainstream timetable.

d) Class sizes – learning support: 1:1 or 1:2

Consultant's comments

It is useful to see 1:1 lessons with the addition of 1:2 sessions where appropriate.

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

The ISI Compliance Inspection Report dated September 2018 states that all pupils who come to the school are already identified as having special educational needs and/or disabilities, which include autistic spectrum conditions, dyslexia, dyspraxia and ADHD. Arrangements are in place to safeguard them and promote their welfare. They are properly supervised and there is a disability access plan in place. All regulatory standards were considered to have been met.

f) Current membership (e.g. HMC, ISA etc.): ISA, ISBA, BSA, AGBIS, CReSTeD

Consultant's comments

The school is a member of a wide range of supportive and informative associations.

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 X

or provide link to view reports via the internet Prospectus attached staff list via
<https://www.slindoncollege.co.uk/about/staff-and-governors>

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

or provide link to view reports via the internet <https://www.slindoncollege.co.uk/about/inspection-reports>

Independent
Schools
only

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iii. **Details of Fees and compulsory extras for SpLD pupils**

Information provided

Consultant's comments

- i. The Prospectus is colourful and detailed. It communicates that the school has a holistic approach to each student's learning and lists the specialist interventions which are arranged where necessary on site.
- ii. The most recent ISI Inspection Report 2015 was favourable and stated that 'at every stage of the school, pupils, who have often struggled at previous schools, are well supported and make good progress'. The Compliance Report from ISI dated September 2018 found that all standards had been consistently met.
- iii. The fee structure is given termly with an additional fee for S&L, OT, SEAL and 1:1 SpLD sessions, which are usually arranged once weekly as a result of individual need or as recommended on the EHCPs.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

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 social and intelligent boys have had setbacks in mainstream settings and the College offers a well-developed pathway for their future success. Please also refer to Aims and Values: <https://www.slindoncollege.co.uk/about/aims-and-values>

Consultant's comments

Slindon College is an independent day and boarding school for boys aged 8-18. The following six aims represent the College's offer: to deliver exceptional teaching and learning/ to provide innovative digital learning/ to embrace lifelong learning/ to develop collaborative learning/ to promote partnership working/ and to develop effective and integrated communication to help guide parents over all aspects of their child's educational journey.

1. Pupils are fully supported by specialist teachers and a team of therapists.
2. There is a drive for assisted technology across all subject areas and a breadth of software directly designed to suit the specific pathways for the pupils. This was seen in use during the CReSTeD visit.
3. The College plans to introduce Music to the KS3 curriculum, develop their music technology course and offer a bespoke music recording studio which would be open to local schools and the community to access. Languages are currently offered as enrichment opportunities and this is an area that will be developed further.
4. Slindon College builds links with local Colleges and Universities and the sixth formers experience local work placements.
5. Slindon College helps parents and their sons develop plans for their educational journey at the school and beyond.
6. The College guides parents in their efforts to gain local authority financial support for funding throughout the school. In order to limit the

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Criteria 1 & 2	<p>difficulties transitioning into the school, it offers places in their primary department to overcome the anxieties and disillusionment that can occur when older pupils transfer from mainstream settings.</p> <p>b) Please indicate copy of the whole school Staff Handbook (SH) enclosed</p> <p>c) If not within SH, please enclose copies of whole school policy statement(s) with regard to SpLD pupils outlining:</p> <ul style="list-style-type: none"> i. Policy for SEN/SpLD ii. Support for policy from Senior Management Team iii. Support for policy from governors iv. Admissions Policy/Selection Criteria v. Identification and assessment 	Information provided
	<p>Consultant's comments</p> <ul style="list-style-type: none"> i. The SEN Policy applies to all students with ECHPs, those with SpLDs and those with additional learning needs such as English as an additional language. The policy can be accessed on the school's website. Internal provision is listed as are the external agencies involved such as CAMHS, SENAT and EPS. ii. The SENCo is a member of the SLT and has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupil/students with SEND. iii. There is a designated SEN governor with responsibility for monitoring policy implementation and liaising between the SENCo and Headteacher. The Governing body has eight members consisting of two retired and one active Headteacher, a barrister, retired engineer, vicar, accountant and an HR professional who worked in an international field. All are in a position to offer excellent support and insight into the workings and development of the school through their combined professional experiences. iv. The Admissions Policy is available on the website and states that 'boys can only be admitted if the school can meet their current needs'. The Headmaster assesses the provision to be put in place for an incoming student in terms of staffing requirements and in respect of the potential impact of the new placement on the existing group dynamics. The Admissions process is described in detail on the policy document and can be accessed by potential parents/carers. Before an offer is made the potential student is asked to attend for a trial period to assess how compatible the school is to their needs academically, socially and emotionally. The usual points of entry are age 8 for year 4, age 11 for Year 7, age 13 for Year 9 and age 16 for Year 12. Every effort is made to cater for students with physical disabilities v. The SEN Policy aims to ensure that the full range of needs, not simply the primary need of an individual student, are addressed. Four broad areas of need are assessed, and provision made available: communication and interaction/ cognition and learning (dyslexia, dyscalculia and dyspraxia are cited)/ social, emotional and mental health difficulties/ and sensory and/or physical needs. 	Information Provided

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Criterion 4	<p>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 and recommended strategies. All lessons are modified in pace and context to meet individual needs. Assistive Technology is utilised when suitable such as Dragon speak, 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.</p> <p><i>Consultant’s comments</i> Staff are continuously given a high level of information on the individual needs of and specific strategies for their students which helps increase their awareness, inform teaching and support student management.</p>
Independent Schools only	<p>e) Number of statemented / EHCP pupils: 59 <i>Consultant’s comments</i> About 80% of students are on statement (no more statements all transferred to EHCPs now) or have an EHCP. This reflects the nature of the college as an inclusive specialist school offering ‘a structured and tailored education for boys who may not necessarily thrive in a mainstream environment’ where sufficient targeted specialist support may not be available.</p> <p>f) Types of statemented / EHCP needs accepted: Dyslexia, ASC, ADHD, Dyscalculia, Dyspraxia, SEMH resulting from unmet needs. <i>Consultant’s comments</i> A complex range of learning needs can be found amongst the pupils on statement/EHCP.</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: 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. <i>Consultant’s comments</i> Potential pupils/students are offered a ‘taster day’ or possibly a longer period to establish whether the college might prove to be a useful and relevant placement and whether it can cater for their presenting needs. This is established after reports have been read and any accompanying documentation has been studied, such as existing EHCPs and the latest school reports. The ‘taster days’ occur at stage 3 of a 5-part process, after reports have been gathered and initial contacts made. Any relevant assessment will take place during this period.</p> <p>b) Give details of what action you take when children are identified as at risk of SpLD Monitor progress across the curriculum (Flightpaths) and via Renaissance</p>
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Place Star Assessments and **N**GST. Further assessments (EP, specialist Dyslexia assessor etc) can be arranged in consultation with parents / guardians.

Consultant's comments

All students' needs are identified during the admissions stage and progress measured from the start. Further assessments can be arranged internally or with external specialists following discussions with parents as the boys' progress through their education.

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

Flightpaths

Termly Star Assessments

Yearly NGST

ILPs

EHCPs

Parent / guardian and staff consultations which could lead to a specialist assessments (EP).

Consultant's comments

The comprehensive range of tracking materials are used to inform whether a full assessment might be useful.

4. Teaching and Learning

4. a) How is the week organised?

Refer to timetables

Consultant's comments

There are 6 x 50-minute lessons daily and two breaks. Clubs, leisure and recreational opportunities are organised for the secondary aged students during the longer lunchbreaks, whereas the younger pupils have structured break times. Finishing time is 4.30 for the beginning of the week whereas Thursdays and Fridays end at 3.30. Primary students are individually collected and returned to their parents/guardians at both ends of the day. Enrichment activities take place every Monday, Tuesday and Wednesday at 3.35-4.30 after a brief snack.

Parents are invited for tea and cakes at 3.30 every Friday afternoon and are able to talk to staff, therapists and the Headmaster.

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

All students have Literacy and Numeracy sessions twice a week at the start of the day. A reading session 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. 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.

Consultant's comments

Support is allocated to students depending on their individual needs as

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Criterion
3 & 4

directed on their EHCPs. Time is set aside at the beginning of the day for support with homework assignments where requested.

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

Lesson Plans will be 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.

Consultant's comments

- Subjects offered at Slindon College include English, Mathematics, Science, IT, History, Geography, Art, Textiles, DT, Drama, Land Based Studies, Cookery, RE, PSHE, PE and Sport. The first 4 subjects are core subjects at GCSE and 4 additional subjects are added from the list and the following extra subjects - Graphics, Photography, Horticulture (BTEC Level 2), LAMDA Acting, Motor Mechanics are also choices. Music lessons can be arranged and carry an additional cost. Music is currently being developed at KS3 stage as a curriculum subject.
- Year 11 History and Year 10 English lessons were observed during the visit along with 3 sessions of 1:1 teaching. The structure of the lessons was discussed with the individual students in the 1:1 lessons so they knew what they had achieved and what was to still to cover. The relationships between staff and the pupils was friendly and encouraging. The students were very focussed, and the work presented well-explained and thorough. The resources used were current and plentiful, keeping focus and interest in the work presented at a high level. The History and English lessons observed showed a good insight into the pupils' needs and the pace of work well-honed to their ways of working.

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

See attached

Please indicate **two examples** enclosed

Yes

Consultant's comments

ILPs were provided for a pupil in Year 8 and one in Year 10. Both had a copy of their September ILP and the reviewed copy starting in January. They consisted of individual strengths and areas to be developed. Targets and strategies were given as were the predicted success criteria. There were notes for staff, for example that one pupil needs time to process and recall, the need for rest breaks where appropriate and the need for consistency of structure within lessons. Parental/guardian/student involvement was documented and ILPs state that they are shown and explained during discussion meetings.

- e) Records and record keeping:

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

Consultant's comments

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Criterion 3	f)	<p>Student records are detailed, up to date and well stored. Tracking pupil progress was clear and thorough.</p> <p>For comment by consultants only: Review history and provision made for two pupils.</p> <p>Two students' files were studied. Their notes were filed securely and kept consistently updated. All information and comments from meetings were regularly shared with staff. Student case notes included all documentation that had been gathered since their early years prior to intake, including all EHCP documentation, specialist reporting, test scores, medical notes, parental involvement meeting notes and staff comments for the annual review meetings. The notes were sufficiently in depth that the profile of the students could be interpreted and matched to those pupils met during the CReSTeD visit.</p>			
Criterion 3	g)	<p>Impact of provision – assessment summary all pupils (only fill in the Key Stages relevant to your school):</p>			
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	10	5	100	23.2	11.6
SpLD Pupils	4	2	100	25	12.5
GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1	
Whole School	13	44	23	100	
SpLD Pupils	7	46	28	100	
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	
	h)	<p>Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:</p> <p>Slindon College also offers BTEC, Gateway, ASDAN, Functional Literacy and Numeracy skills.</p> <p>Consultant's comments</p> <p>Slindon College offers a wide range of qualifications to the students.</p>			

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:
Resources will be available for the visit and the lessons observed.
[Consultant's comments](#)
[The resources were plentiful and were well-used throughout the lessons formally observed and during lessons seen during a tour of the school.](#)
- Criterion 5.2 b) ICT:
Slindon College offers iPads with a variety of apps, laptops, reader pens, Dragon speak, 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. 6th form students have their own allocated computers and desks.
[Consultant's comments](#)
[Slindon College offers a comprehensive range of ICT equipment to support the wide range of learning needs within it.](#)
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
AAO used to apply. 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](#)
[There is a comprehensive system in place to enable students to access the relevant examination arrangements they need and can use.](#)
- Criterion 5.4 d) Library:
Slindon College has a new Library. The Library has an extensive selection of books donated by Usborne publishing. Usborne publishing committed in donating to Slindon College their full children's publishing catalogue for the next 5 years.
[Consultant's comments](#)
[The library is a delightful asset and the pupils benefit from it greatly.](#)

6. Details of Learning Support Provision

- DU 6.3 6. a) Role of the Learning Support Department within the school:
Please refer to the SEN and Admissions policies submitted.
[Consultant's comments](#)
[The SENCo is involved throughout the Admissions process. The SENCo is responsible for writing the SEND Policy. The LS Departmental staff are responsible for the support of SEND students throughout the school and the liaison with staff over their needs along with the SENCo.](#)
- DU 6.5 & 6.6 b) Organisation of the Learning Centre or equivalent:
The SENCo and member of the SLT is responsible for the management of the SEN / Therapy department. The Department consists of Specialist Dyslexia teachers, SALTs and OTs. The SENCo also communicates requirements for class LSA support to the Deputy Head.
[Consultant's comments](#)

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DU 6.6	<p>The SEN/Therapy Department provides a targeted range of expertise to support the students at Slindon College. The current SEN/Therapy Department Plan targets teaching and learning; curriculum issues such as the development of alternative courses for students who can't access GCSE and A-Level; mentoring; student tracking systems such as SMART ILP targets; careers and work related curriculum along with communication at all levels within the school for staff, students, parents, agencies and LEAs.</p> <p>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. <i>Consultant's comments</i> The SENCo is well placed on the SLT to advise on curriculum design and delivery.</p> <p>d) Supporting documentation, please indicate enclosed:</p> <ul style="list-style-type: none"> vi. SEN Development Plan (or equivalent) enclosed vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff Information provided viii. List of known SpLD pupils in school
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7. Staffing and Staff Development

Criterion 7	<p>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. <i>Consultant's comments</i> The 1:1 LS staff have or are undertaking qualifications in teaching SpLD students.</p>
DU 7.4	<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.) Yes <i>Consultant's comments</i> As above.</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>
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For completion by consultants only: Parent Contacts:

The parents contacted were grateful to Slindon College for the support their sons had received since transferring to the school. Each described their sons' learning needs as complex. In most cases previous schools had found it difficult to deal with their learning differences. Their learning needs and the behavioural difficulties that had resulted early in their education had been successfully addressed by Slindon College. One boy was described as having severe dyslexia, SLCN and processing difficulties and is now enjoying being at school and is being supported successfully. One parent described her son as enjoying entering work experience and the challenges of being in the 6th Form. Another parent said that Slindon College had been 'supportive and good at communication. We feel that the school is 'fantastic and would highly recommend it to any other parents with a child with similar needs' as previous to transfer to the school their son had had several unsuccessful placements where work was set either 'at a ridiculously low level for his ability' or his dyslexia was not addressed through lack of awareness and staff training.

Words used by parents when asked to describe the support were 'amazing' and 'excellent'.

The ongoing challenges were described, and parents reported that the dedicated staff/parent portal was very useful, and that staff were usually able to contact them within a day when they raised issues or had become anxious about an issue.

The Friday afternoon tea and cakes were appreciated by all. The time is devoted to parents as an opportunity to speak to the Head, all staff and therapists and each other!

The parents described the school as being a warm, caring and supportive environment for their sons who had found it difficult to thrive in mainstream.

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

I met four pupils as a group to discuss their education at the college. They each felt that the staff understood how they learn and that they were more confident and comfortable since their transfer. They all said they liked English and felt their reading skills, in particular, had improved.

The boys said that the school had been able to understand and encourage what they could actually do well instead of criticising them for what they found difficult as had happened before transferring to the College.

They all liked the enrichment activities with one boy reporting how much he was enjoying his roles in drama productions and two others on their work outside in horticulture. They liked the animals on site and were developing some raised beds. They all were excited to talk about their work with Greenpower cars and felt that driving lessons could be organised by the college to further enhance their ability to understand engines. They also talked about Astronomy as a new and interesting enrichment subject.

They all felt that they had made friends since starting at Slindon College and couldn't really think of anything they would improve.

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

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.	X
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.	X
6.6 The Head of Unit will have Head of Department status and must have an input into curriculum design and delivery.	X
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.	X
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.	X

Report Summary

Summary of Report including whether acceptance is recommended:

Slindon College is an independent day and boarding school for boys aged 8-18, set in historic Slindon House and located in the South Downs National Park within a 14-acre setting. It provides a stimulating, broad and balanced educational experience for pupils of all academic abilities who thrive in a specialist learning environment as a result of their learning needs.

I would recommend that Slindon College continues the DU category with CReSTeD. The Learning Development department is well integrated within the college and the SENCo's office central. Staff are kept very well informed of their pupils' needs and are briefed as changes occur. It was evident that staff adapt their teaching to the individual needs of the students and the boys were observed to work calmly and purposely during the visit.

Slindon College has two Open Mornings annually. It offers flexi-boarding and bursaries. The Headmaster and the Board of Governors are working together to develop new initiatives to enhance the educational and personal opportunities for their pupils.