



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
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Registration / Re-registration Application Form Category LSC – Learning Support Centre

(formerly known as DU – Dyslexia Unit)

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

Please note:

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

Current Category? <i>(re-reg only)</i>	DU	Change of Category? <i>(re-reg only)</i>	NO	Category applied for <i>(re-reg only)</i>	DU
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Contact Details

Name of person completing form: Kelly Hewitt
 Tel: 02393 734847 (ext.2345)
 Email: k.hewittt@mayvillehighschool.net

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: Kelly Hewitt
 Tel:
 Email: k.hewittt@mayvillehighschool.net

Date of visit: 6/02/20
 Name of Consultant(s): Ros McCarthy

School Details

Name of school:	Mayville High School		
Address of school:	35 - 37 St Simon's Road Southsea Hampshire PO5 2PE		
Telephone:	02392 734 847	Fax:	02392 293 649
Email:	enquiries@mayvillehighschool.net		
Website:	www.mayvillehighschool.com		

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

Name:	Mrs Rebecca Parkyn
Title (e.g. Principal):	Headteacher
Head/Principal's telephone number if different from above:	
Qualifications:	MA (OXON) MA PGCE MCIL
Awarding body:	Oxford

Consultant's comments:

Mrs Parkyn has been at Mayville High School since 2014 and has a huge interest in the progress of pupils as individuals, whatever their strengths or weaknesses may be. She has developed links with local schools and she is keen to develop the range of qualifications that Mayville can offer, so that all students can choose a course that enables them to achieve their best results. She is immensely supportive of the work done by the SENCO and her team.

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

Name:	Miss Kelly Hewitt
Title (e.g. SENCO):	SENCO
Telephone number if different from above:	
Qualifications:	BA Education with English Language and Linguistics (2:2) QTS PGCE Leadership and Management of the Coordination of Special Educational Needs (NASENCO) Assessment and Intervention in Educational Testing (CCET)
Awarding body:	University of Roehampton and General Teaching Council (QTS)

Consultant's comments:

Miss Hewitt is a calm and effective innovator. Since the last CReSTeD visit, the team has increased from six to nine members and all necessary reports, exam access arrangements, ITPs, progress information and teaching advice is shared on the dedicated staff Internet system. She has also provided wide and intensive training for all staff, particularly TAs who support students who need help of any description. She is well-qualified and experienced.

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1 Dep't of Education Registration No.: 851/6002

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	225	31	2 -16
	Girls:	220	24	2 - 16
Boarding:	Boys:			
	Girls:			
Overall total:		445	55	

Consultant's comments:

The school is small enough for teachers to be aware of each student's individual needs, but large enough for there to be opportunities for wide-ranging discussion and opportunity.

- c) Class sizes – mainstream: (maximum Class size): Reception -10, Year 1 - 10, Year 2 - 9, Year 3 - 17, Year 4 - 12, Year 5 - 13, Year 6 - 21, Year 7 - 17, Year 8 - 17, year 9 - 16, Year 10 - 18, Year 11- 16

Consultant's comments:

The largest class observed was 19 and a TA was in this class; the smallest was 13. Paired, group and differentiated individual work was observed in classes and lessons were engaging to the point that I was reluctant to leave them. Core subjects are taught in single sex groups, but other subjects are mixed. This appears to work well.

- d) Class sizes – learning support: Most are 1:1, with some shared lessons consisting of 1:2/3 ratio, and more recently, Social thinking groups of 1:6.

Consultant's comments:

Lessons observed were all 1 to 1 and precisely tailored to each student's needs. Resources used were varied and appropriate and the relationship between student and tutor was relaxed but respectful.

- e) For completion by consultants only:
Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report: The ISI Team had been in school the previous week. (I will wait for their comments, but immediate feedback was excellent)

- f) Current membership (e.g. HMC, ISA etc.): ISA

Consultant's comments: As appropriate.

- 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

or provide link to view reports via the internet

<http://www.mayvillehighschool.com/prospectus>

Independent Schools only

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- ii. **Recent Inspection reports**, please indicate copy enclosed
or provide link to view reports via the internet <http://www.mayvillehighschool.com/our-staff>
<http://www.mayvillehighschool.com/inspection>
- iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed
or provide link to view information via the internet <http://www.mayvillehighschool.com/fees>

Consultant's comments:

The prospectus is informative and reflects Mayville as it is. There is an emphasis on individual learning that reflects reality. It notes that, "At Mayville, children are nurtured, respected and listened to", which was clear on the day of the CReSTeD visit. There is a 'sliding scale' for learning support charges (termly and according to teachers' expertise).

The very recent ISI report rates all areas as 'Excellent' and Pastoral Care as well as the influence of the DLEU is particularly singled out for praise: "(Pupils) exhibit increasing levels of confidence and self-esteem over time, fully supported by the school's excellent pastoral care and welfare system. They enjoy school, have a keen sense of belonging and thrive in the family atmosphere created in a tight-knit community where all ages mix. Pupils exhibit great self-discipline and soon learn to take control of their learning and manage their own daily lives. Those experiencing particular learning challenges are supported by a system in which staff and the DLEU work with individuals to equip them with the strategies and confidence to pursue their own aspirations."

Criteria
1 & 2

2 a) Aims and philosophy of the whole school

We recognise that children learn in diverse ways and at different rates and that some pupils may need additional support whether or not their learning differences are attributed to a specific learning difficulty. Our aim is to work closely with teachers to ensure that the individual needs of pupils are met in the classroom. Through differentiated work, differentiated learning strategies such as assistive technologies and individual lessons, we help to ensure that pupils acquire learning skills and confidence to enable them to access a balanced curriculum to the best of their ability whilst they are in our care. We also endeavour to equip them with long life learning skills, resilience and purpose.

Consultant's comments:

Mayville is not academically selective, and although it expects prospective pupils to be of average or above average ability will accept students outside that category if it is considered that they will cope. Students have a range of learning needs and differences. Teachers show tremendous understanding and patience both in and out of lessons. In lessons, students were both supported and challenged. They were eager to describe what they were learning.

Criteria
1 & 2

b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed

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

- i. **Policy for SEN/SpLD** see SH/enclosed/see below

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|------|--|---------------------------|
| ii. | Support for policy from Senior Management Team | see SH/enclosed/see below |
| iii. | Support for policy from governors | see SH/enclosed/see below |
| iv. | Admissions Policy/Selection Criteria | see SH/enclosed/see below |
| v. | Identification and assessment | see SH/enclosed/see below |

Consultant's comment:

The staff handbook provides a great deal of information, policies and advice about specific learning difficulties, teaching techniques, assessment and exam access arrangements (including a Form 8). It outlines the graduated response and code of practice and describes how these are implemented at Mayville. It also contains examples of parental questionnaires and information about tutors in the learning support department. It also outlines the admissions procedure, which is thorough and referral forms for students who may need assessment. As outlined below, there is a trustee of Mayville who has wide experience of SpLDs and who has oversight of the Dyslexia Learning and Extension Unit (DLEU).

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- “All teachers are teachers of pupils with specialist educational needs” (SEND Code of Practice 2014). The Dyslexia Learning and Extension Unit (DLEU) is located in the heart of the school and operates an open door policy. We endeavour to ensure that class teachers fully understand the difficulties that pupils with dyslexia and other learning difficulties may encounter, so that these can be addressed when planning Quality First Teaching. We seek to ensure that staff know how to make adjustments at the universal/classroom level to ensure that all individuals can access the curriculum in their own unique and personal ways. The SEN registers are available to all class teachers on the shared Google drive. If the pupil does not reach the required level of progress, there are procedures for referring the pupil to the DLEU for assessment and possibly individual support lessons at the DLEU. In the Pre - Prep and Prep school the individual support offered in the DLEU focuses mainly on literacy and numeracy development using specialist programmes developed for pupils with dyslexia. There is close liaison with class teachers to review and strengthen skills and concepts in the specialist learning support sessions that the pupil may have found difficult in the classroom. Spelling lists are often personalised for the pupil by the DLEU in consultation with the class teacher. Homework is also supported in the DLEU upon instruction from the class teacher. From Year 9, the focus of support begins to shift towards curriculum support. Tutors in the DLEU have access to subject schemes of work, revision packs and resources as well as action plans and school reports on the school base and the shared google drive. DLEU tutors can therefore identify areas for development and incorporate targets into the Individual Teaching Plan (ITP). Besides having access to the SEN register class/subject teachers can access ITP's so that they can see what learning objectives are to be addressed by the DLEU and can contribute to it. The SEN register also details the pupil's strengths and weaknesses as well suggestions for universal or classroom support. There is a culture of acceptance and 'normality' towards diverse and individual learning styles because there are so many pupils in our community who have diverse needs.

The DLEU and the whole school response to SEND is fully supported by the Senior Management Team and by the Trustees of the school. Dr Jeanne Eames has extensive experience of SEN in schools and is the Trustee that has an

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oversight of the DLEU. The SEND Policy and Handbook have been agreed by the trustees and the SEND development plan has been agreed and signed by the Head of Mayville School, Rebecca Parkyn.

Consultant's comments:

There is a huge amount of useful information available to staff on the shared Google Drive. It is well set out and easy to access specific advice. It was also evident on the day of the visit that liaison between DLEU staff and mainstream teachers is frequent and valued (in both directions) and it was clearly put into action in lessons observed; again as a two way street.

- e) Number of statemented / EHCP pupils: 2

Consultant's comments

Mayville DLEU staff supported parents in order that these students could access the support provided by EHC Plans.

Independent Schools only

- f) Types of statemented / EHCP needs accepted:
Developmental Language Disorder, Partial Fetal Alcohol Syndrome, ASD, ADHD, SLCN

Consultant's comments:

There is an awareness of a wide range of specific difficulties at Mayville and the individual nature of attention provided allows for students to thrive, whatever their barrier to learning.

Criterion 1

- 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:

Prospective pupils are invited for a Taster Day before joining the school. They attend classes for the day and are also assessed by the DLEU. This assessment comprises a single word reading test, numeracy test and verbal and nonverbal ability tests. If scores are low, the pupil may be offered a place subject to additional sessions at the DLEU. Our application process also gives parents opportunity to disclose any learning difficulty and because the school is known for its positive attitude to supporting pupils with diverse needs, we tend to find that parents are willing to share information with us when their child joins the school. If a pupil is not making required progress despite adjustments by the class teacher at the universal/classroom level, the class teacher may complete a questionnaire and referral form which are found on the shared google drive. These concerns are directed to the DLEU who then collects further details from staff and contacts parents for their permission to undertake a screening test. The DLEU uses a variety of appropriate screening tools and tests. The results are then shared with parents before any findings are shared with class teachers. The DLEU has two staff members with Assessment Practising Certificate's (APC) and one with a Certificate of Competency in Educational Testing. Parents are offered the opportunity to contact those staff with APC's to discuss if a full diagnostic assessment is required. The school also has contacts with a range of other professionals including OT's and SALT's from Solent Therapies NHS. CAT 4 tests are also administered in Y3, Y5, Y7 and Y9, and NGRT administered to Yr3 to Yr10 Results are scrutinised by tutors, Head of English, Director of Studies and the DLEU. Low scores would alert a necessity for further interventions,

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monitoring and investigations. Staff are also supported with updates of characteristics of dyslexia and other learning difficulties to look out for.

Consultant's comments:

There is a clear outline of the assessment processes that are implemented when a difficulty is suspected. Parents as well as mainstream teachers are fully involved in each step.

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

In the first instance, class teachers make adjustments to Quality First Teaching and access to the curriculum through differentiation and assistive technologies. Classroom adjustments may include use of a laptop where the pupil's writing speed or organisation of thought is a barrier to expressive writing, extra time for "thinking" and processing, reading and writing, use of a reading pen or computer readers for those with reading difficulties, worksheets with enlarged print, coloured paper or simplified language, printed notes. These adjustments may become the pupil's normal way of working.

If the pupil's progress still causes concern they are referred to the DLEU for screening and in some cases, the parents may opt for a full diagnostic assessment. With consent of the parent, the results of the screening test and diagnostic test are published on the SEN register which is accessible to the class teachers via the shared google drive. Findings of the pupils strengths and needs, as well as ways that the class teacher may support the pupils in their classrooms are added to the SEN register. The pupil may also be offered individual personalised specialist lessons in the DLEU. These lessons are billed as an extra. Learning objectives identified by the DLEU are outlined on the ITP which is accessible to class teachers are shared and can be accessed via the google drive and allows teachers to contribute. DLEU Tutors also access, school reports and School Action plans to help set individual targets. Individual support is designed to strengthen and reinforce skills and knowledge that the pupil has struggled within the classroom.

Consultant's comments:

A great deal of information about each student is available and full use is made of it.

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

DLEU Staff, Marilyn Dorey and Brenda Ferrie are qualified assessors for dyslexia registered with SASC and have a current APC. Brenda Ferrie is qualified to assess for dyscalculia. The school will refer to outside professionals for assessment of dyspraxia, ADHD, ASD, mental health and specific speech and language concerns.

Consultant's comments:

Mayville has access to a wide range of assessors from within the DLEU and from outside contacts. This is a valuable asset to the school in terms of information as well as assessment.

- 4 a) How is the week organised?

5 teaching days of 9 lessons for the junior school. 5 teaching days of 6 lessons each for the senior school. Junior lessons are 30 minutes, senior lessons are 50 minutes.

Consultant's comments:

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Although this must impact on timetabling within the DLEU, it is right for the students. Lessons observed used a range of activities, so that students were engaged no matter what the length of the lesson.

- b) Details of arrangements for SpLD pupils, including prep / homework:
Access arrangements are provided for pupils with SpLD, these include the use of laptop, computer reader or reading pen, voice to text through Read Write Gold, extra time, enlarged worksheets or work printed on coloured paper. A number of pupils use coloured overlays. Work is also differentiated accordingly, in order to access the curriculum and outcomes. Care is taken to ensure that PowerPoint presentations are visually accessible as there are a number of our pupils who are diagnosed with visual stress. Fonts should be sans serif and backgrounds should be tinted, diagrams and pictures are not overwhelming. Google classroom is used by most teachers to post homework and emails are sent to the pupils notifying them of homework assignments. Pupils can complete homework on google classroom. It is also easier for parents to see what homework the child has been set.

Consultant's comments:

This is liberating for students who struggle to recall what has been set for homework, cannot read their own writing or remember where they have put their homework diary. It is also invaluable for parents. Students were observed being asked to "email it to me when you've finished, or if you want to ask any questions, send me an email and I will reply within school hours."

Criterion
3 & 4

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

All staff have access to the SEN register on the shared google drive which outlines the pupil's strengths and weaknesses and suggests how the pupil may be supported in the classroom and which access arrangements should be put in place. This will help them plan their lessons. Pupils with working memory and processing speed weaknesses will require extra time and may not complete the same amount of work in the classroom. Either they are given fewer questions to complete in the given time or the work that cannot be completed is referred to the DLEU. Teachers are sensitive to adjusting the pace of the lesson to accommodate learners who work more slowly. There is recognition that pupils with dyslexia get very tired during the school day because of the extra processing they need to put into every task and therefore sending uncompleted work home to complete as additional homework is avoided wherever possible. Copying from the board is avoided in preference to PowerPoint presentations which can be printed off as notes. Some text books are accessed online using Kerboodle and therefore can be used with computer readers. Schemes of work are provided by class teachers on the shared google drive so that DLEU staff may help pupils to preview and review subject topics. Overlearning of curriculum topics is built into individual support. Read Write is available on all school computers and pupils with reading difficulties are encouraged to use it as their normal way of working. A few pupils use reading pens. Where it is not appropriate to use Read Write in the classroom, teachers will willingly read questions for pupils with reading difficulties. Pupils are not asked to read aloud in class if they do not want to. The use of laptops/chromebooks is encouraged where handwriting is awkward or slow or where the pupil has difficulties organising their thoughts. Worksheets may be enlarged or printed on coloured paper.

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All class teachers support the development of literacy skills. However, it is recognised that pupils with dyslexia have difficulties with spelling and that poor spelling should not overshadow the content of what they write. Spelling development and instruction forms an important part of support at the DLU and includes both phonics, irregular words and subject specific words.

Consultant's comments:

Both mainstream and support lessons were clearly well prepared, varied and took into account the individual needs of students. An outstanding Year 7 English lesson on 'The Tempest' had boys working in groups of three passing judgement on Caliban and listening to both Prospero's and Caliban's point of view. They told me that 'The Tempest is brilliant!' There were 7 boys with specific difficulties in this class but it was not possible to identify them as all were engaged. When one student was occasionally disruptive, he was dealt with sensitively and calmly after his friends had left, and he understood the situation.

Another English lesson on Romeo and Juliet had girls using and discussing their ideas about characters with insight and interest; they were carefully scaffolded through this activity and everyone's ideas valued. A Maths lesson was active, fun and very much 'hands-on.' Careful differentiation was observed.

Learning support lessons were seen to use all opportunities to reinforce a particular phonic pattern and the need for 'pure sound' emphasised while the student's confidence clearly increased. An older student's language understanding was enhanced and terminology reinforced. She very obviously felt herself well-supported and she too increased in confidence during the lesson. A Maths support lesson built on the student's mathematical understanding and moved her on effectively.

Excellent rapport between teachers and students was noted in all lessons.

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

In the junior school, some pupils have an IEP. These tend to be pupils who have specific targets that need to be incorporated into classroom practice. Otherwise pupils in both the junior and senior school have School Action Plans. These are published on the shared drive and linked to the SEN register. The DLEU has an ITP for each pupil which includes targets for individual support that have been identified from assessment as well as targets taken from the Action Plans and teacher referral. The ITP is a rolling document on google docs. Learning objectives are set every term with input from parents, the pupil and class teachers. Learning outcomes are reviewed at the end of term and progress is reported in the end of term report.

Please indicate **two examples** enclosed

enclosed

Consultant's comments:

Both ITPs provided valuable information and evidence of progress. The format of the two examples was a little different, but this is currently under consideration and a single format will be in use by next term.

e) Records and record keeping:

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All records are kept on the shared google drive, and in hard copy in the DLEU. The SEN register has links to Diagnostic reports, Action Plans, Pupil referrals, IEPs, ITPs, Pupil care list for social, emotional and mental health, tracking data and CATS scores, Access Arrangements and DLEU lesson plans.

Consultant's comments:

Record keeping seen was exemplary.

- Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.
As noted above (IEPs) progress is made clear from these documents.

- Criterion 3 g) Impact of provision – assessment summary all pupils (only fill in the Key Stages relevant to your school):

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

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
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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
SpLD Pupils

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
Dyslexic Pupils

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

At GCSE, pupils can be entered for foundation or higher papers. The NGRT is given to all pupils from Yr3 to Yr. 10 annually in October. Any pupil with a standard reading score of less than 100 is put onto an additional NGRT tracking form. Any pupil with a standard score below 95 is identified for intervention. For juniors this comprises paired reading with a senior pupil and engaging in the Rapid Readers Programme. Pupils who already attend the DLEU will have a targeted reading activities incorporated into their individual sessions in line with

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the Simple View of Reading to incorporate nonword reading and reading comprehension. These pupils will be reassessed in February and again in June. DLEU staff also keep records of standard scores for the pupils they teach.

We now also offer a programme of social communication at the DLEU and two members of staff have been trained to offer specialist programmes to small groups of pupils with social language and communication difficulties.

Consultant's comments:

Careful thought is given to best fit between student and examination, and BTECs are available in Dance, Drama and Music. Mrs. Parkyn is keen to consider other alternatives to GCSE so that students with SpLDs can access a broader range of qualifications. As it is, results are good and four out of the five students with learning difficulties achieved 5+ grades A-C last year.

Advice is also given regarding courses that could be suitable for students moving on.

Confidence and self-esteem are considered as important factors in each student's progress and there are many ways in which Mayville nurtures this.

- Criterion 5.1 5 a) General resources for teaching SpLD pupils:
The DLEU is well stocked with resources for teaching pupils with dyslexia. All DLEU tutors have been trained to level 5 and therefore are experienced in delivering a cumulative structured systematic phonics programme based on the Hickey principle of Reading and Spelling cards. Some of the tutors use Alpha to Omega and others use DALP. In addition, the department has copies of Sound Linkage for phonological awareness training and Stride Ahead, Toe by Toe and Word Wasp for promoting nonword reading. In addition, there is a large selection of books, games and other supporting resources for teaching both literacy and numeracy. There are also computer programmes such as Word shark and Number shark, Nessy and Inspirations. Tutors also have access to Twinkle for learning worksheets. There are also CGP revision and workbooks to support senior students with curriculum subjects.

Consultant's comments:

There is a very wide range of resources available, although perhaps the tutors' expertise is the most valuable.

- Criterion 5.2 b) ICT:
The school positively encourages pupils with awkward or slow handwriting or those who have difficulty organising their ideas on paper to use a laptop as soon as either handwriting or processing issues become a barrier to their expressive writing. There are also two large computer suites and computers in most classrooms and several for pupil use in the DLU. 'Read Write' is loaded onto all computers and can therefore be accessed by any pupil wanting to use a computer reader or speech to text software. Those pupils with weak reading skills are encouraged to use a computer reader from at least the beginning of Year 10 to establish a normal way of working for GCSE. The use of google classroom is becoming more integrated into school practice and is used by many teachers for pupil homework and to upload work.

Consultant's comments:

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- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
Adjustments to Quality First Teaching takes place in junior school. Formal access arrangements are available for all pupils from Year 7. In the first instance they are provided by the class teacher and become the pupils' normal way of working. From year 9 folders to collect evidence of normal way of working for an application to JCQ are set up on the shared google drive. At the end of Year 9 all pupils are screened for writing speed and further testing, appropriate to the access arrangement being applied for is carried out by a suitably qualified assessor at the school. Access arrangements that are routinely used include extra time, computer reader, speech to text, enlarged papers, coloured exam papers, prompters, rest breaks and having a separate room. AAO is administered by the Head of Centre responsible for AA applications. A register of all pupils requiring AA is kept on the shared drive and linked to the tracking data and SEN register.
Consultant's comments:
The full range of access arrangements is considered. When readers are needed, the majority of students use a computer reader, which encourages independence and can also be used for English examinations.
Evidence of need and normal way of working is evidenced by mainstream staff on Google Drive and this is also kept in hard copy.
- Criterion 5.4 d) Library:
There is a Senior and Junior library which has recently been restocked with a large selection of high interest, simple text books from publishers such as Barrington Stoke. The school librarian works across all Key stages and regularly liaises with the Head of English and the SENCO. The books have also been selected in line with the Rapid Reading intervention programme. Pupils identified with reading issues have library sessions in which they are guided to choose appropriate books.
Consultant's comments:
The librarian enjoys helping students to choose books that they are likely to enjoy and a wonderfully wide range of up-to date books are available, as are audio books.
- LSC 6.3 6. a) Role of the Learning Support Department within the school:
The school has a renowned reputation for its provision and support for pupils and therefore attracts a high number of pupils with dyslexia from an extensive local area. The role of the DLEU is central to the school because of its dedicated department staffed by a SENCO and dyslexia specialists offering specialist support for pupils with dyslexia, social communication difficulties and other learning differences. The DLEU also provides support for pupils who need additional reinforcement and overlearning of skills to develop fluent literacy and numeracy skills as well as overlearning of curriculum subjects. We recognise that all children learn at different rates and in different ways and that some children may have a specific learning issues that make learning more challenging. The role of the DLEU therefore is to work closely with class teachers to ensure that those pupils who have not responded as well as they

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should to Quality First Teaching because of issues including innate cognitive deficits such as slow processing, weak working memory, deficits in phonological processing, phonological memory, rapid naming or any other issues have the opportunity for additional support to reinforce skills and overlearn knowledge so that gaps in their progress and development are minimised and that they have the best opportunity to access a balanced and broad curriculum to the best of their ability.

Consultant's comments:

Although many schools claim that support for learning is at the heart of the school, at Mayville it is. Teachers work together formally and informally so that their students are able to make the best progress possible. The DLEU has enhanced teaching strategies throughout the school and the understanding of teachers for their students feeds into the support that students receive in the DLEU.

LSC
6.5 & 6.6

- b) Organisation of the Learning Centre or equivalent:

The DLEU is situated at the top of the Junior building. There are three dedicated classrooms and additional areas where tutors and pupils can work. There is an open door policy for staff, parents and pupils and many pupils come up to the DLEU for independent learning because they find it a secure and peaceful place to work. We are also situated close to the junior library.

Consultant's comments:

Although accommodation is not spacious, it is well organised and tutors appreciate being able to work closely together and share good practice.

LSC 6.6

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

The SENCO leads in the management of the DLEU and oversees the coordination and provision for all SEN pupils across the whole school. The SENCO attends all staff meetings, including academic board and will advise staff on how best to make adjustments for pupils with different learning styles for particular pupils in their class with individual needs. Pupil progress is monitored and the SENCO will advise staff on appropriate adjustments. The SENCO also works closely with the Pre-Prep and Prep school to ensure consistency with the methods that are employed by the specialists in the DLEU. The input and advice from the DLEU to school practice is highly regarded and there is regular staff training about how the learning styles of pupils with learning differences may differ from neuro-typical pupils. The SENCO works closely with the Director of Studies and Head of Prep school to analyse Senior and Junior School assessment data.

Consultant's comments:

Miss Hewitt holds a vital post within the school and although she only joined Mayville last September, her influence has been important throughout all areas of

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the school. She is ably supported by Marilyn Dorey and Brenda Ferrie as well as her department.

- d) Supporting documentation, please indicate enclosed:
- | | | |
|-------|---|----------|
| vi. | SEN Development Plan (or equivalent) enclosed | enclosed |
| vii. | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | enclosed |
| viii. | List of known SpLD pupils in school | enclosed |

7. Staffing and Staff Development

- Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:
- Kelly Hewitt - SENCO
BA Education with English Language and Linguistics 2:2, (2001)
Graduate Trainee Program - Primary Teaching, QTS (2003)
Postgraduate Certificate in Leadership and Management of Special Educational Needs Coordination, NASENCO (2016)
Assessment and Intervention in Educational Testing, CCET (2017)
Current Training - PAPAA
- Marilyn Dorey - Senior Tutor and Assessor Dyslexia
BA English and Psychology 2:1, PGCE English, QTS
Postgraduate Certificate in Dyslexia and Literacy (2012) Dyslexia Action
Postgraduate Certificate in Assessment and Report Writing (2018) Dyslexia Guild
Assessment Practicing Certificate (2018) Dyslexia Guild
- Brenda Ferrie - Assessor Dyslexia and Dyscalculia
B Ed Mathematics with Distinction (1991) Southampton University
RSA Diploma SpLD (1997)
AMBDA
Assessment Practicing Certificate (2009) renewed until 2021
- Sarah Matthews - Dyslexia and Literacy Tutor (Junior and Senior)
B Ed (Hons) Drama & History 2:1
Postgraduate Certificate in Dyslexia and Literacy (2017) Dyslexia Action
- Anna Miles - Dyslexia, Literacy and Curriculum Support Tutor (Senior)
BA (Hons) Criminology and Sociology (2014)
Dyslexia and Literacy level 3 Dyslexia Action
Level 5 Certificate of Support Learners with Literacy Difficulties and Dyslexia - BDA (2018)
Level 2 Certificate in Understanding Children and Young People's Mental Health
- Kathryn Keysell Fitzpatrick - Dyslexia and Literacy Literacy Support Tutor (Junior and senior)
BA (1985)
H. Dip Ed (1986) QTS
Dyslexia Action level 4
Level 5 Certificate of Support Learners with Literacy Difficulties and Dyslexia - BDA (2018)
- Arabella Wardale - Dyslexia and Literacy Support Tutor (Junior)
BA (Hons) Humanities Brighton Polytechnic (1990)

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PGCE Brighton Polytechnic (1992)
O.C.R Level 5 Diploma In Specific Learning Difficulties/Dyslexia (2013)
Dyslexia Action Postgraduate Certificate in Structured Teaching Intervention for
Dyslexia and Literacy - Level 7 (2016)

Anne Ross - Numeracy and Literacy Support Tutor (Junior)
BA Hons QTS
level 5 Dyslexia
Level 7 SENCO

Kate Percival - Maths Support Tutor (Senior)
BA (Hons) University of Portsmouth (1991)
PGCE /Surrey

Consultant's comments:

Certificates were available and confirmed. The department staff are exceptionally well qualified and experienced.

LSC 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:

Their expertise is clear and mainstream staff value their help and support.

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:

Six parents were contacted and all expressed their pleasure at the way in which their children's difficulties, whether academic or other had been handled. Some had been assessed by Mayville and others had chosen it in the light of known conditions. One parent would have liked a wider range of subject choice, but nevertheless commended the high level of care and teaching.

Comments included:

"Before Christmas he couldn't read; now he does and is happier in himself. Mainstream teachers are also supportive, helpful and understanding (as DLEU staff). There's nothing I would change."

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"It has worked brilliantly. He was very unhappy at his previous school and his confidence was damaged. He was instantly happy in the classroom- now content and happy- his attitude to learning has changed. I can't speak highly enough; it's a really special place."

"She is really happy- amazing support for her, they are very caring; they picked up her dyslexia. Mrs Hewitt is very switched on- she knows what she's talking about. Really happy with the school."

"Sending him there was the best thing ever. They actually *are* wonderful. It has made such a difference to his ability to learn; he has come on in leaps and bounds.

His social and emotional development has been tremendous. He has been stretched and challenged so that now he will try anything. Everything is individualised. A massive thank you to them; they have changed his world."

Some parents expressed regret that a Sixth Form was not available but understood the current lack of space for this. The overall level of comment was hugely appreciative.

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

Nine students came to talk to me: five girls and four boys ranging from age 7 to 16 who all attended the DLEU. They expressed their views confidently and they supported and listened to each other throughout the discussion. They were impressively articulate and it was a pleasure to listen to them.

Comments included: "Teachers are really supportive if you're struggling- I never worry about asking for help- no question is stupid." This was supported by another member of the group who said, "Sometimes I need to remind teachers that I learn visually." When asked how teachers took this reminder she said, "It's no problem, they're very open- I expect teachers not to be cross- they support us and explain things in as many different ways as we need until everyone gets it."

One of the youngest members of the group told me that she likes English because she "gets to learn about everything."

A more recently arrived student was asked if anything at Mayville had surprised him when he came and he said, "Yes- they help you here! My other school wasn't giving me too much help and I got bored. Never boring here."

They talked about the Student Council and the changes that it had been able to make; to menus (now a vegan option and a salad bar) and to uniform, which is now gender neutral, as is the PE kit. They were proud that they had been listened to.

One student talked about the D of E scheme and how much she had got out of it.

They all very much appreciated the support that they received from the DLEU, which they had found to be of great help. Each and every comment made was positive and appreciative.

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Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
Rebecca Parkyn			
Date:	22/1/2020	Date:	26/02/2020

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

Criteria	LSC
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.	<input type="checkbox"/> ✓
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 type="checkbox"/> ✓
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	<input type="checkbox"/> ✓
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.	<input type="checkbox"/> ✓
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.	<input type="checkbox"/> ✓

Report Summary

Summary of Report including whether acceptance is recommended:

Acceptance is wholly and enthusiastically recommended. Mayville is a school where students are listened to, supported, challenged and encouraged. The level of support from the learning support team and from mainstream teachers is outstanding.


The school itself comprises several buildings in the same street and space is at a premium, but it is extremely well used. There is a Dance and Drama studio and an Art room that have been newly converted and are impressive spaces for subjects that can be considered as a strength of the school (and many of the students). It is a school that one senses will not stand still, and Mrs. Parkyn will, I am certain, continue to see that the curriculum and its delivery will continue to develop.

For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:

Consultant's signature:		Chairman's signature:	
			
Date:	8/02/20	Date:	

