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## Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Charity, 24 West Street, Farnham, Surrey, GU9 7DR  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Registration / Re-registration Application Form Category LSC – Learning Support Centre

**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.

<b>Current Category?</b> (re-reg only)	LSC	<b>Change of Category?</b> (re-reg only)	NO	<b>Category applied for</b> (re-reg only)	LSC
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#### Contact Details

Name of person completing form:	Anne Ross and Marilyn Dorey
Tel:	023 9273 4847 Ext 2332
Email:	<a href="mailto:a.ross@mayvillehighschool.net">a.ross@mayvillehighschool.net</a> <a href="mailto:m.dorey@mayvillehighschool.net">m.dorey@mayvillehighschool.net</a>

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:	
Tel:	
Email:	

Date of visit:	Friday 2nd February 2024
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Name of Consultant(s):	Helen Farley
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### 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 NPQEL		
Awarding body:	Oxford		

#### Consultant's comments

Mrs Parkyn has been at the school since 2014, continuing to place pupil need and nurture of each individual at the centre of the school ethos. There is a continuing belief in the use of the strong pastoral system to enable pupils to gain knowledge of themselves, as well as striving to achieve academically to prepare for life beyond the school.

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

Name:	Mrs Anne Ross		
Title (e.g. SENCO):	SENCo		
Telephone number if different from above:			Ex 2332
Qualifications:	BA Hons Music and Social Sciences PGCE with QTS NASenco L5 Dyslexia L5 Dyscalculia (currently completing)		
Awarding body:	University of Kent University of Exeter University of Winchester		

#### Consultant's comments

Mrs Ross was unavailable due to illness on the day of the visit

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

Name:	Mrs Marilyn Dorey		
Title (e.g. SENCO):	Head of Dyslexia		
Telephone number if different from above:			Ex 2334
Qualifications:	BA English and Psychology		

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	PGCE (English) with QTS The Postgraduate Certificate in Dyslexia and Literacy (Level 7) Professional Certificate in Assessment Practice for Dyslexia and Literacy Current Assessment Practising Certificate (APC) and Issuing Body: 0918452 - The Dyslexia Guild
Awarding body:	University of Malta University of York Dyslexia Action The Dyslexia Guild
Consultant's comments	
Mrs Dorey has extensive knowledge and skills which enhance and support the provision within the school both within the department but also in a wider context across the school. As Head of Dyslexia, she is constantly striving to provide outstanding provision through reflection and analysis of how to maximise the outcomes of pupils on the SEND register.	

## 1. Background and General Information

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

b) Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	266	33	2 -16
	Girls:	221	28	2 - 16
Boarding:	Boys:	0	0	
	Girls:	0	0	
Overall total:		487	61	

### Consultant's comments

There has been a slight increase in numbers since the last CReSTeD visit, the school is small in size, which is promoted as a strength. This enables each pupil to be treated as an individual, yet large enough to offer a wide range of opportunities

c) Class sizes – mainstream: Reception - 18, Year 1 - 23, Year 2 - 17, Year 3 - 18, Year 4 - 34, Year 5 - 33, Year 6 - 36, Year 7 - 44, Year 8 - 55, year 9 - 57, Year 10 - 56, Year 11- 53

### Consultant's comments

Class size in 4 observed classes ranged from 8-16

d) Class sizes – learning support: Vast Majority are 1:1, with some shared lessons consisting of 1:2/3 ratio.

### Consultant's comments

Class sizes observed ranged from 1-1 and a shared lesson (second pupil was ill on the day)

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

ISI FC and EQ inspection report of 2020 identifies under section 3.14 that p

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Independent  
Schools only

pupils 'exhibit increasing levels of confidence and self-esteem over time, fully supported by the school's excellent pastoral care and welfare system'

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

Consultant's comments

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.

[Our prospectus - Mayville High School](#)

[Meet our staff - Mayville High School](#)

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

or provide link to view reports via the internet.

[ISI report - Mayville High School](#)

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.

[Fees - Mayville High School](#)

Consultant's comments

All the information relating to the prospectus, staff and fees are easily accessible through the website, which is well signposted for parents to use. The prospectus can be downloaded as well as viewed online for use with digital readers.

The fees are clearly presented and inform parents of the additional costs of individual support and the reduction applied if the lesson is a small group.

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

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

The pupils indicated that their differences in learning were acknowledged and supported by teachers. Observation in lessons evidenced the use of differentiated learning strategies from individual prompt cards, books with actions that had been tracked to support individual targets; scaffolded structures to support writing; use of multisensory techniques (acting out expressions); supporting sequencing of events.

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Staff provided an excellent pace of work and positive encouragement, with use of mistakes sensitively used to make progress and encourage resilience.

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
  - 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** enclosed - in Compliance folder
  - v. **Identification and assessment** see SH/enclosed/**see below**

#### Consultant's comments

The school has recently moved provision to a new space providing the opportunity to meet need for neurodivergent pupils as well as providing a hub for additional support lessons in well equipped spaces. The policy makes clear that QFT is where the majority of pupils will have their needs met. The policy states that all needs will be identified and addressed across the whole school, further clarifying the range of needs that will be met within the school.

The exciting development of Wyvern House as a new space illustrates the support by the Governors and Senior Management team to supporting pupils in a non-selective environment.

The admissions policy identifies that all pupils are welcome, providing the site can accommodate them and that the support offered can enable the pupil to make good progress in relation to their ability. The admissions process is clearly laid out and provides clarity for the parent of what is involved.

Criterion 4

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

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“All teachers are teachers of pupils with specialist educational needs” (SEND Code of Practice 2014). The Dyslexia Learning Unit (DLU) 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 outlined in the SEN policy for referring the pupil to the DLU for assessment and possibly individual support lessons in the DLU. In the Pre-Prep and Prep school, the individual support offered in the DLU 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 DLU in consultation with the class teacher. Homework is also supported in the DLU upon instruction from the class teacher. From Year 9, the focus of support begins to shift towards curriculum support and study skills.. Tutors in the DLU have access to subject schemes of work, revision packs and resources as well as action plans and school reports on schoolbase and the shared google drive. DLU tutors can therefore identify areas for development and incorporate targets into the Individual Teaching Plan (ITP). These targets are discussed with the pupils’ teachers, parents and the pupils themselves. 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 DLU and can contribute to it; teachers will email dyslexia tutors during the term if they identify an important objective that needs to be set for a pupil to support classroom work. The SEN register also details the pupil’s strengths and challenges as well suggestions for universal or classroom support. There is a culture of acceptance and ‘normality’ towards diverse and individual learning styles due to the high population of pupils in our community who have diverse needs.

The DLU and the whole school response to SEN is fully supported by the Senior Management Team and by the Trustees of the school. The SENCO is a member of SMT. Various regular meetings are held between SMT, the SENCO, the Head of Dyslexia and other members of the DLU & Wyvern staff. Tania Riordan has extensive experience of SEN in schools and is the Trustee that has an oversight of the DLU. The SEN Policy has been agreed by the trustees and the SEN development plan has been agreed and signed by the Head of Mayville School, Rebecca Parkyn.

- e Number of EHCP pupils: 10 currently live and 3 in assessment

**Consultant’s comments**

The number of ECHP pupils reflects the exciting development of Wyvern House and the facilities it can offer.

- f) Types of statemented / EHCP needs accepted:  
Cog & Learning, ASD/Social Communication, SEMH, Sensory/Physical Needs.

**Consultant’s comments**

The school has excellent provision and works closely with local authorities to ensure that pupils can benefit from the nurturing and bespoke environment that the development of Wyvern house has to offer.

Independent  
Schools only

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### 3. Identification and Assessment

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:

#### **Identification of SEN/SpLD from Taster Day Form and Taster Day Assessment**

Prospective pupils are invited for a Taster Day before joining the school. They attend classes for the day and are also assessed by the DLU.

**Taster Day Form:** Background information is gathered from parents about the pupil's strengths, any health/mental health concerns, any early childhood development problems e.g. motor and speech, languages spoken at home, any diagnosed or suspected learning differences, family history of any diagnosed or suspected learning differences, any reports that confirm the diagnosis of any learning differences or any screening test reports, and any medical letters.

[Taster Day Form 2024](#)

#### **Taster Day Assessment:**

Prospective students are assessed and the results are interpreted by a member of the DLU. The following assessments are used:

1. For pupils aged 4-7, CoPS (Cognitive Profiling System) is used which assesses:
  - Visual spatial sequential memory
  - Visual-verbal sequential memory
  - Visual associative memory
  - Visual sequential memory
  - Visual-verbal associative memory
  - Auditory sequential memory
  - Phonological awareness
  - Auditory discrimination
  - Colour Discrimination
2. For pupils aged 8-11, LASS is used which assesses:
  - Verbal reasoning
  - Nonverbal reasoning
  - Auditory sequential memory
  - Visual memory
  - Phonological processing
  - Phonic skills
  - Single word reading
  - Sentence reading.
  - Spelling
3. For pupils aged 12-16, Lucid Exact is used which



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assesses:

- Word recognition
- Reading comprehension accuracy
- Reading comprehension speed
- Spelling
- Typed dictation speed
- Handwritten dictation speed

Pupils will also receive an assessment of their maths skills and knowledge using either the Wide Range Achievement Test, Fifth Edition (WRAT5) maths assessment or the Sandwell Early Numeracy Test (4-14).

A digital test of executive function, called Recall, may also be used to assess working memory and processing speed in children aged 7–16 years.

The SENCO sends the information gathered on a pupil's taster day to the Head of Dyslexia who advises and discusses with parents whether they would like a dyslexia screening test/ diagnostic assessment for dyslexia/ neurodiversity profiler carried out to ensure that the right support is put in place for the pupil. Dyslexia screening tests and neurodiversity profilers are carried out by a trained member of the Wyvern team and a diagnostic assessment for dyslexia is carried out by the Head of Dyslexia.

The results from these assessments are then shared with parents and teachers. The SENCO adds information gathered from dyslexia screening tests and neurodiversity profilers to the SEN register and the Head of Dyslexia adds information gathered from a diagnostic assessment to the SEN register. This information includes strategies for classroom support. Support is put in place from the information gathered which may include DLU support.

CAT 4 tests are also administered in Y3, Y5, Y7 and Y9, and NGRT administered annually from Yr3 to Yr10. Results are scrutinised by tutors, Head of English, Director of Studies and the SENCo. Low scores would alert a necessity for further interventions, monitoring and investigations. Staff refer to the SEN register and IEPS for details of appropriate reasonable adjustments and access arrangements for the pupils. Staff are regularly informed on neurodiversity, the related strengths and weaknesses, the challenges to look out for in class and the support strategies to put in place.

### **Identification and Assessment of SEN/SpLD through Teacher Referrals**

All staff are responsible for identifying pupils with learning differences.

We ensure a high standard of staff training and knowledge in identifying difficulties for all areas of SEND including building multi-sensory, scaffolded learning into quality first teaching.

Our staff receive regular training in all areas of SEND and are encouraged



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to develop their own pedagogy in supporting and identifying pupils.

#### SEN referral form

When teachers have concerns about a pupil, they complete a referral form outlining their concerns and they email it to the SENCO and the Head of Dyslexia. The SENCO collates information from staff and documents such as tracking data, action plans and progress reports and liaises with members of the Senior Management Team to form a wider overview of the pupil's needs. Depending on the age of the pupil, CoPS, LASS or Lucid Exact are carried out by a dyslexia tutor. The SENCO sends the information gathered to the Head of Dyslexia who advises and discusses with parents whether they would like a dyslexia screening test/ diagnostic assessment for dyslexia/ neurodiversity profiler carried out to ensure that the right support is put in place for the pupil. Dyslexia screening tests and neurodiversity profilers are carried out by a trained member of the Wyvern team and a diagnostic assessment for dyslexia is carried out by the Head of Dyslexia.

Dyslexia screening tests include either the Dyslexia Early Screening Test (DEST), The Dyslexia Screening Test - Junior (DST-J) or The Dyslexia Screening Test - Secondary (DST-S) and they are carried out by a dyslexia tutor. The Head of Dyslexia discusses the results of the screening test with parents who then have the option to have a formal diagnostic assessment for dyslexia if the pupil is at least seven years of age. This will be at the discretion and cost of parents and will be carried out by the Head of Dyslexia. It includes any required screening for visual stress, Dyspraxia and ADHD and any required referral letters. If the pupil is 16 years of age, the Head of Dyslexia is also able to carry out a post-16 assessment to identify difficulties associated with ADHD and Dyspraxia; the diagnostic report will then enable them to apply for DSA funding if they go to university. If parents choose to have a diagnostic assessment, the diagnostic report is then discussed with parents and shared with teachers and the recommended support is put in place in school to enable the pupil to make progress and achieve their potential. Diagnostic reports are now future proof which means that any child assessed at school will be able to access the required support beyond school i.e. at college/apprenticeships/university/the workplace to help them fulfil their potential in life. If parents choose to not have a formal diagnostic assessment, the results of the dyslexia screening test will be placed on the SEN register and support will be put in place in school according to the results of the screening.

The neurodiversity profilers include The Neurodiversity Profiler - Primary Level and The Neurodiversity Profiler - Secondary Level. They are carried out by a dyslexia tutor. The Neurodiversity Profiler provides a framework through which to observe behaviours which are often linked to Specific Learning Differences (SpLD) and other issues. It is designed to be used as part of a holistic profiling process in order to identify challenges and strengths. It is not a diagnostic tool and should not be used as such. However, if a pattern of behaviours is identified which is consistent with any particular condition(s) it may indicate the need to seek further assessment from an appropriate professional. Advice regarding this is

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found in the accompanying booklet, 'Understanding Neurodiversity: A Guide to Specific Learning Differences.' Appropriate support strategies are identified for each SpLD and an essential aspect of completing the profiler is the identification of next steps. It is particularly important that support measures are put in place immediately for any difficulties identified, even if further investigation has been recommended.

[PRIMARY Neurodiversity Profiler](#)

[SECONDARY Neurodiversity Profiler](#)

[Understanding Neurodiversity: A Guide to Specific Learning Differences](#)

The results from these assessments are then shared with parents and teachers. The SENCO adds information gathered from dyslexia screening tests and neurodiversity profilers to the SEN register and Head of Dyslexia adds information gathered from a diagnostic assessment for dyslexia carried out in school to the SEN register. This information includes strategies for classroom support. Interventions are put in place from the information gathered which may include DLU support.

### **Nursery/EYFS**

Comprehensive records are held for each pupil based on the *Early Years* areas of development from birth to age three. In addition to this, staff complete their own checklists detailing progress in the following areas of development: social and emotional, physical, fine motor, language and intellectual. They follow the referral system and consult with the SENCO and Head of Dyslexia if they have concerns about pupils.

### **Consultant's comments**

The whole school is responsive and keen to enable all pupils to make progress, diligently and carefully assessing pupils to ensure that individual needs are met as a primarily goal through Quality First Teaching. Interventions are structured to allow pupils to develop strategies to support their learning.

The referral process is robust and provides a clear framework to show how assessment can inform adjustments and enhanced learning opportunities.

- 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 and printed notes. These adjustments may become the pupil's normal way of working.

If the pupil's progress still causes concern, teachers complete a referral form outlining their concerns and they email it to the SENCO and the Head of Dyslexia. The SENCO collates information from staff and documents such as tracking data, action plans and progress reports and liaises with members of

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the Senior Management Team to form a wider overview of the pupil's needs. Depending on the age of the pupil, CoPS, LASS or Lucid Exact are carried out by a dyslexia tutor. The SENCO sends the information gathered to the Head of Dyslexia who advises and discusses with parents whether they would like a dyslexia screening test/ diagnostic assessment for dyslexia/ neurodiversity profiler carried out to ensure that the right support is put in place for the pupil.

With consent of the parent, the results of the dyslexia screening tests/diagnostic assessment/neurodiversity profilers 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 DLU or other school based interventions (Junior/Pre-prep school). The DLU lessons are billed as an extra. Learning objectives identified by the DLU are outlined on the ITPs, which can be accessed via the google drive. They are shared with teachers and parents who contribute to the targets set. DLU 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 with in the classroom.

#### Consultant's comments

The school referral and assessment is inclusive of all stakeholders and care is taken to provide a bespoke approach for each pupil, this is reviewed and there is a joined up approach with staff across the curriculum. This is evidenced in pupil workbooks, monitoring of progress and communication between staff and specialist staff.

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

The school will refer pupils to the Head of Dyslexia Marilyn Dorey for a full diagnostic assessment for dyslexia. This can be carried out for pupils from the age of seven, at the discretion and cost of parents. Marilyn is a qualified specialist assessor for dyslexia registered with SASC and has a current APC and experience of assessing students at primary, secondary, further and higher education as well as adults in the workplace. The full diagnostic assessment includes any required screening for Visual Stress, Dyspraxia, ADHD and Dyscalculia and any required referral letters. If a pupil is 16 years of age, Marilyn is also able to carry out a post-16 assessment to identify difficulties associated with ADHD and Dyspraxia; the diagnostic report will then enable them to apply for Disabled Students Allowance (DSA) funding if they go to university.

The school will refer pupils to the speech and language therapist in Wyvern House for an assessment of Speech and Language and to the occupational therapist in Wyvern House for an assessment of Dyspraxia. The school will refer pupils to outside professionals for the assessment of Dyscalculia, ADHD, ASD and mental health concerns.

#### Consultant's comments

Pupils benefit from the small school setting which encompasses EYFS to GCSE years. There is constant and informative communication, there is highly qualified and experience assessment practitioners available to give context and knowledge when a concern is raised.

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## 4. Teaching and Learning

4. a How is the week organised?  
5 teaching days of 9 lessons for the Junior/Prep school. 5 teaching days of 6 lessons each for the senior school. Junior/Prep DLU lessons are 30 minutes, senior lessons are 50 minutes.
- [Consultant's comments](#)  
[Pupils benefit from a broad curriculum; with pupils' individual needs sensitively considered when timetabling specialist support lessons.](#)
- b Details of arrangements for SpLD pupils, including prep / homework:  
As outlined in the Sen Policy, The SENCO adds information gathered from dyslexia screening tests, neurodiversity profilers and any other assessment reports to the SEN register and Head of Dyslexia adds information gathered from a diagnostic assessment for dyslexia carried out in school to the SEN register. This information includes strategies for classroom support and access arrangements. Interventions are put in place from the information gathered which may include DLU support.
- Access arrangements are provided for pupils with SpLD as detailed in question 5c.
- Support strategies for pupils with SpLDs are detailed in the SEN policy on pages 24 - 30.
- Teaching staff are encouraged to use dyslexia-friendly strategies that enhance learning for all pupils.
- [Dyslexia Friendly Classroom Checklist](#)
- 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, backgrounds should be tinted, and diagrams and pictures should not be overwhelming.
- Google classroom is used by 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. We have provision for pupils to complete homework on site at Prep after school with a designated teacher for support in both the Junior (Prep) and Senior School.
- [Consultant's comments](#)  
[Pupils all commented on the manageable amount of homework, how the use of Google classrooms enabled the personalising of the screen as beneficial. The balance of subjects and deadlines was positively reflected on, and that homework was useful for revision in examination years.](#)  
[All work is on Google classrooms, but in lesson observations a few pupils also used homework diaries as an adjustment.](#)
- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

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Criterion  
3 & 4

- *Curriculum subjects*
- *Literacy support*

All staff have access to the SEN register on the shared google drive which outlines the pupil's strengths and challenges and suggests how the pupil may be supported in the classroom as well as state which access arrangements should be put in place. This will help teachers plan their lessons. For example, SpLD pupils with working memory and processing speed weaknesses will require extra time and may not complete the same quantity 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 DLU. 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. Therefore, sending uncompleted work home as additional homework is avoided wherever possible. Teachers teach for quality not quantity wherever possible. We hold an objective based education where, if we have evidence a pupil has accomplished the learning objective, then the quantity is less of a focus.

Support strategies to meet the needs of SpLD pupils are detailed in the SEN policy on pages 24 - 30.

Teaching staff are encouraged to use dyslexia-friendly strategies that enhance learning for all pupils.

#### [Dyslexia Friendly Classroom Checklist](#)

Copying from the board is avoided in preference to PowerPoint presentations which can be printed off or accessed on google classroom as notes. Some text books are accessed online and therefore can be used with computer readers. Schemes of work are provided by class teachers on the shared google drive so that DLU staff may help pupils to preview and review (pre and over learn) subject topics. Overlearning of curriculum topics is built into individual support. The computer reader 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 poor or slow or where the pupil has difficulties organising their writing. Please see the MHS Word Processor Policy.

#### [MHS Word Processor Policy](#)

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 in the DLU and it includes both phonics, irregular words and subject specific words.

#### [Consultant's comments](#)

The information in observed lessons were seen as presenting both linear and mind map formats to support pupil learning and avoid having to copy from the board. The use of google classrooms reduced the copying and memory load for pupils, enabling font to be made bigger if needed, also enabling the use of software solutions such as Read and Write Gold as it can be read aloud for the pupil independently. Teachers

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

were observed reading aloud questions and verbally checking for understanding, small classes and knowledge of need was evident in this sensitive, adaptive response to need.

Spelling targets in pupils' workbooks showed awareness of need and were scaffolded to support overlearning and completion.

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

In the Junior/Prep school, some pupils have an IEP. These are pupils who have specific targets that need to be incorporated into classroom practice or relate to an EHCP. Otherwise, pupils in both the junior/prep and senior school have School Action Plans. These are published on the shared drive and linked to the SEN register. The DLU has an ITP (Individual Teaching Plan) 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, for each scholastic year, 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

X2  
Examples  
of Individual  
Teaching  
Plans  
Received

Consultant's comments

The ITP's are easily accessible for all to make appropriate adjustments and understand the needs of individuals. There was evidence of targets shared with curriculum work, reflecting these are helpful and well used documents.

e) Records and record keeping:

All records are kept on the shared google drive in the SEND Pupil Records file. 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 DLU lesson plans.

Consultant's comments

Records are detailed, useful and appropriate to support use by those working with pupils and tracking progress.

Criterion 3

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

The provision for pupils is well documented and reviewed by staff (both specialist and whole school), parents and pupils; illustrating the care and diligence in ensuring the interventions are appropriate and measured.

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. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	N/A					
SpLD Pupils	N/A					



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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 9-1	BTEC % D* - D Level 2?	BTEC % M	BTEC % P
Whole School	59	87	83	97	n/a	n/a	n/a
SpLD Pupils	27	79	70	93	n/a	n/a	n/a

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						

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

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 90 is identified for intervention. For Junior/Preps this comprises of paired reading with a senior pupil and engaging in the Rapid Readers Programme. Other more targeted programmes include Toe by Toe, The Word Wasp and occasionally Stride Ahead delivered under the supervision of the SENCO/Deputy Head of Juniors/Prep. Pupils who already attend the DLU will have targeted reading activities incorporated into their individual sessions in line with the Simple View of Reading (J. Rose 2006) to incorporate non-word reading and reading comprehension. DLU staff also keep records of standard scores for the pupils they teach and regularly check with tracking data (See ITPS).

For maths support, we use Power of Two at class level of support in the Junior/Prep school and assess all our pupils who received support (and any taster day pupils) using WRAT 5 Math Computation. We have 3 maths support teachers in the DLU: the SENCO who is a specialist dyscalculia teacher; a dyslexia tutor who is in the process of training to become a specialist dyscalculia teacher; and an experienced maths teacher who includes strategies in his teaching to support pupils with Neurodiversities. As with the literacy 1:1 sessions in the DLU, we provide 1x50 minute lessons for the majority of senior maths interventions and 1x30 minute lessons for the majority of junior/prep specialist support. For the most severe dyscalculic pupils (2), they have support according to need.



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#### Consultant's comments

The assessments and measures are appropriate and considered for the cohort of pupils; with access to expertise and skills to support pupils to succeed to their ability level.

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

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

The DLU is well stocked with resources for teaching pupils with dyslexia. Most DLU specialist teachers have been trained at level 5 or 7 and a couple of new tutors who are experienced teachers are undergoing this training. They use a cumulative, structured, multisensory phonics programme such as Alpha to Omega, Toe by Toe and The Word Wasp. In addition, the department has the phonological awareness programme Sound Linkage; the intervention programme Stride Ahead which helps pupils improve their ability to read unfamiliar multisyllabic words by teaching them the word attack skill of breaking words into syllables and blending them for reading; the morphological awareness programme Morph Mastery; the structured, accumulative spelling programme, 'Corrective Spelling Through Morphographs'; and the morphological awareness teaching method called Structured Word Inquiry.

<https://www.wordworkskingston.com/WordWorks/Home.html>

There is also a large selection of books, including Barrington Stokes books, which are printed in a dyslexia-friendly style and have age-appropriate reading interests with reading content to suit different reading levels, and audio books accessed through Portsmouth Wheelers; games e.g. Trugs card games and Swap and Fix Card Games, and other supporting resources for teaching both literacy and numeracy. The latter includes concrete resources for maths, e.g. Dienes apparatus, which are necessary for the CPA (Concrete, Pictorial, Abstract) Approach:

<https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract/>

There are also computer programmes such as Word shark & Nussy and the touch typing programme called Typing Club. There are also CGP revision and workbooks to support senior students with curriculum subjects and pupils are encouraged to use interactive websites such as BBC Bitesize, Quizlet and Booklet to help them revise in a multisensory and memorable way.

#### Consultant's comments

The space is well resourced and provides for both individual and group work.

Criterion 5.2 b ICT:

The school positively encourages pupils with poor or slow handwriting or those who have difficulty organising their ideas on paper to use a laptop as soon as possible so that handwriting or processing issues do not become a barrier to their expressive writing. Please see the MHS Word Processor Policy.

[MHS Word Processor Policy](#)

There are also two large computer suites and chromebooks for pupils to use in 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

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reader or speech to text software. 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 for pupils to access in class therefore eliminating the need to read from a whiteboard.

#### [Consultant's comments](#)

[Pupils were observed in examination subjects using laptops and iPad to support learning and fulfilling the regular way of working. The use of IT such as laptops is under review to equip pupils for life beyond the school.](#)

Criterion 5.3

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

The class teacher is responsible for putting in place access arrangements, such as extra time, when required by pupils, and for providing evidence of pupils' normal way of working when requested by the exam access arrangements assessor. This includes either email evidence with comments and observations from teaching staff as to why pupils need extra time and how they use the extra time rewarded or the uploading of samples of internal school tests/mock exam papers, showing the application of extra time, in pupils' evidence folders on google drive.

Access arrangements will be made for all pupils throughout the school who have or appear to need reasonable adjustments in class/exams/tests in line with the JCQ Access Arrangements and Reasonable Adjustments Regulations (AARA) which are updated every September. The exam access arrangements assessor will carry out training on the yearly updates and work with the SENCO, Deputy Head (Senior), the exams officer and teaching staff to ensure that the right online paperwork is maintained and provision is appropriately managed in line with the JCQ Regulations. Such information will include up-to-date forms, currently including Form 8s and Form 9s, online applications, and any other required evidence in the pupils' evidence folders on google drive.

In accordance with the MHS Word Processor Policy, teachers must email the exam access arrangements assessor and consult with her before they allow a pupil to use a word processor. The exam access arrangements assessor will then email a pupil's teachers to inform them if the pupil requires a word processor and the reason for this. The use of a word processor as an access arrangement is also recorded on the SEN register. Pupils possibly requiring computer readers or text to speech must also consult with the exam access arrangements assessor before putting these arrangements in place.

#### [MHS Word Processor Policy](#)

The exam access arrangements assessor is responsible for the application of access arrangements for pupils taking GCSE or other external examinations. An application for access arrangements can only be made once the normal way of working has been well established and documented on google docs and, in some cases an assessment to confirm this has been carried out ( e.g. when applying for extra time or a scribe/speech to text for pupils with learning difficulties without an EHCP). Teachers must be mindful that in Year 10 such pupils will be tested to confirm validity of that arrangement in accordance with the latest JCQ Regulations. For example, currently a pupil with learning difficulties without an EHCP will need

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at least two scores of 84 or less relating to two different areas of speed of working **or** one score of 84 or less **and** one score between 85 - 89 relating to two different areas of speed of working for 25% extra time.

Staff complete an evidence form for each pupil and upload it onto the pupil's evidence file on google drive via the SEN register.

We always provide the exam access arrangements that are required on an individual basis in line with the latest JCQ regulations. For example, we have added access to a mobile phone for medical purposes as a new access arrangement which was introduced by the new JCQ Regulations in September 2023 and we have also awarded access arrangements that fall under the category 'other arrangements for candidates with disabilities' (e.g. an analogue watch for a student who has a very poor sense of time and can't handle looking at the clock).

A register of all pupils requiring exam access arrangements is kept on the shared drive and linked to the tracking data and the SEN register.

[Access Arrangements Folder](#)

[Consultant's comments](#)

[The school has a robust process to meet the JCQ regulations for examination concessions.](#)

Criterion 5.4

d Library:

There is a senior and junior/prep library which is continually being restocked with high interest books, including books which are printed in a dyslexia-friendly style and have age-appropriate reading interests with reading content to suit different reading levels, from publishers such as Barrington Stoke. The library also has access to audio books through Portsmouth Wheelers. 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 difficulties have library sessions in which they are guided to choose appropriate books.

[Consultant's comments](#)

[The library is a welcoming and well stocked space which is used by both individuals and classes.](#)

## 6. Details of Learning Support Provision

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 and other Specific Learning Difficulties from an extensive local area. The role of the DLU (Dyslexia Learning Unit) is central to the school because of its dedicated department staffed by the SENCO, the Head of Dyslexia and supporting specialist teachers who offer specialist support for pupils with dyslexia, social communication difficulties and other learning differences. The DLU also provides support for pupils who need additional reinforcement and overlearning of knowledge and skills to consolidate their core curriculum provision. We recognise that all children learn at different rates and in different ways and that some children may have a Specific Learning Difference that makes learning more

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challenging. The role of the DLU, therefore, is to work closely with class teachers with those pupils who have not responded as well as they should to Quality First Teaching, because of issues including innate cognitive processing challenges e.g. challenges in working memory/phonological awareness/phonological memory/rapid naming, 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. Working alongside the class teacher, the DLU gives pupils the opportunity for additional support in order to minimise gaps in their progress and development. This ensures that Mayville pupils have the best opportunity to access a balanced and broad curriculum to the best of their ability.

#### Consultant's comments

The schools approach supports individual pupils to have their needs met in the classroom. The small class sizes enable staff to tailor and adapt teaching to keep pupils engaged and learning, to increase comprehension and achieve lesson objectives. The DLU is part of the school and provides a wealth of experience and knowledge to provide seamless support of the pupil and put in place targeted interventions as required.

LSC  
6.5 & 6.6

#### b Organisation of the Learning Centre or equivalent:

The DLU has moved to the first floor of a new house, called Wyvern House, in an adjacent building to the Junior (Prep) School. There are three dedicated classrooms where tutors and pupils can work. There is an open door policy for staff, parents and pupils and many pupils come up to the DLU for independent learning because they find it a secure and peaceful place to work. SpLD pupils are timetabled to attend specialist support lessons in the DLU at Wyvern House and are withdrawn from regular classes. Care is taken to ensure that pupils do not miss classes in core subjects or subjects they enjoy/excel in. Sessions are one to one for 50 minutes once a week for senior pupils and two 30 minute sessions for junior pupils in English. For Maths support, pupils can start with 1x30 minute lessons and increase according to need and progress. Pupils can also receive support in Social Thinking/Regulation and Study Skills.

Opened in October 2023, the ground floor Wyvern House also accommodates children with Autistic Spectrum Conditions and Mental Health difficulties in a home from home environment. It houses specialist ASD and mental health support within a provision for key stages 2-4. Each has a specialist teacher who will provide an education based around the pupil's individual needs and aspirations. We provide the core subjects of English, Maths and Science. We also provide an education in Physical Education and Personal Health and Social Education following the curriculum taught in Mayville High School. Wyvern houses an Occupational Therapist, a Speech and Language Therapist and Counselling service. Pupils can access a sensory room and garden at any time to seek sensory regulation. Wyvern House ASD unit runs from 9:00-14:40 each day with support offered for 'out of hours' lessons (Period 6) in the main school or Wyvern's Study Class.

Wyvern House also contains a Study Classroom where provision is available for pupil's accessing Mayville's main school but requiring sensory breaks or study support. This support forms part of the **Graduated Response Stage Three to Five** where progress will be closely monitored by a Senior Class teacher.

#### Consultant's comments

The opening and use of Wyvern House is an exciting development to enhance the opportunities of supporting pupils who benefit from the welcoming and inclusive

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LSC 6.6	<p>approach. The open door policy provides an opportunity to address learning barriers and access to the curriculum. The individual teaching rooms are well resourced and set up to provide an optimal space for support lessons to take place.</p> <p>c Does the Head of Unit have Head of Department status and input into curriculum design and leads in the management of the DLU and oversees the coordination and provision for all SEN pupils across the whole school?</p>						
	<p>The SENCO attends all staff meetings, including Academic Board meetings, and works closely with the Head of Dyslexia to advise staff on how best to make adjustments for SEN pupils. Pupil progress is monitored and the SENCO will advise staff on appropriate adjustments. The SENCO also works closely with the Pre-Prep and Prep (Junior) school to ensure consistency with the methods that are employed by the specialists in the DLU. The SENCo supports the Deputy Head of the Prep/Juniors in the implementation of booster groups &amp; TA led interventions. The input and advice from the DLU 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 Deputy Head of Prep/Junior school to analyse Senior and Junior/Prep School assessment data.</p>						
	<p><b>Consultant's comments</b></p> <p>The SENCo was unavailable on the day of the visit, however it was evident that the SENCo is highly regarded and provides valuable input and advice and works closely with the Director of Studies and the Deputy Head of the Prep/Junior School.</p>						
	<p>d Supporting documentation, please indicate enclosed:</p> <table border="0"> <tr> <td data-bbox="424 1137 1155 1171">vi. SEN Development Plan (or equivalent) enclosed</td> <td data-bbox="1461 1137 1522 1171">YES</td> </tr> <tr> <td data-bbox="424 1182 1385 1245">vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</td> <td data-bbox="1461 1193 1522 1227">YES</td> </tr> <tr> <td data-bbox="424 1256 986 1290">viii. List of known SpLD pupils in school</td> <td data-bbox="1461 1256 1522 1290">YES</td> </tr> </table>	vi. SEN Development Plan (or equivalent) enclosed	YES	vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	YES	viii. List of known SpLD pupils in school	YES
vi. SEN Development Plan (or equivalent) enclosed	YES						
vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff	YES						
viii. List of known SpLD pupils in school	YES						

## 7. Staffing and Staff Development

Criterion 7	<p>7. a Qualifications, date, awarding body and experience of all learning support staff:</p> <p>Anne Ross - Numeracy and Literacy Support Tutor (Junior)          BA Hons Music and Social Sciences          PGCE QTS          Level 5 Dyslexia          Level 5 Dyscalculia (ongoing)          Level 7 PGCE NaSENCO          Accredited Numbers Count Teacher (inc 20 credits Level 7)</p> <p>Marilyn Dorey - Head of Dyslexia          BA English and Psychology          PGCE (English) with QTS          The Postgraduate Certificate in Dyslexia and Literacy Level 7 (2012) University of York          Professional Certificate in Assessment Practice for Dyslexia and Literacy (2018) Dyslexia          Current Assessment Practising Certificate (APC) and Issuing Body: 0918452 - The Dyslexia Guild.          Marilyn has experience carrying out diagnostic assessments for dyslexia for pupils in</p>
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primary, secondary, further and higher education including assessments for Disabled Students Allowance and for adults in the workplace (including the assessment of ADHD and Dyspraxia for post-16 individuals). Marilyn has worked as an SpLD assessor for British Dyslexia Association (BDA) and Sussex University.

Kathryn Keysell-Fitzpatrick - Dyslexia and Literacy, Literacy Support Tutor (Junior/Prep 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/Prep & Senior)  
BA (Hons) Humanities Brighton Polytechnic (1990)  
PGCE Brighton Polytechnic (1992)  
O.C.R Level 5 Diploma In Specific Learning Difficulties/Dyslexia (2013)  
Level 7- Dyslexia Action Postgraduate Certificate in Structured Teaching Intervention for Dyslexia and Literacy - (2016)

Alice Chenneour  
Post Graduate Diploma, Mandatory  
Qualification for Teachers of Children with Visual Impairment (QTVI)  
MEd (Special Education/Inclusive Education, Difficulties in Literacy Development)  
Post Graduate Certificate, Coordination of Special Educational Provision  
Level 7 Diploma for Teachers of Learners with Specific Learning Difficulties  
Postgraduate Certificate in Education (PGCE) – Qualified Teacher Status  
BMus Hons

Helen (Ellie) Clay  
Bachelor of Theology Honours Degree (BTh Hons),  
PGCE with QTS,  
MA in Religion and Philosophy.  
Currently studying Level 5 Dyscalculia  
Level 2 in Specific Learning Differences & Level 2 in Young People's Mental Health

Ian Sands  
B.Ed hons Maths/Science Southampton University.

Helen Dimon BAEd (Hons) QTS  
Currently studying Level 5 Dyslexia

Mr M Holmes BEd QTS

Mrs J McLeod Level 4 FE Nat Dip

Mrs K Ruck BA

Mrs Charlotte Hunt B.A (Hons) QTS

Emma Sacker BSc PgDip FdA Humanistic  
Counselling L5 Certificate Counselling



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Mrs V Leonard B.Sc Clinical Languages  
Sciences

Mrs M Howorth B.Sc (Hons) in Sensory  
Integration

Consultant's comments

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

The school benefits from teachers with significant knowledge and experience in the field.

## 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 commented on the straightforward and clear process relating to admission and how the SENCo spoke with knowledge and confidence regarding the information they provided, including how support would be implemented. Parents commented positively regarding the approachability of the staff and how quickly their children settled, and how they valued the individual support lessons. Parents praised how their children enjoyed school and that homework was accessible and manageable. They further commented on the adjustments staff made for their children to access the curriculum. Finally, parents commented on the effectiveness of communication and that staff were responsive to any feedback; adjusting teaching to enable their children to feel supported in their learning.

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

The pupils spoke positively about the adjustments made in lessons, such as reading questions aloud, making the font bigger on the interactive whiteboard and changing background colours; repeating information on request slowly to support understanding; underlining key words and phrases to make it easier to see; giving of slides in advance so can have on own laptop and use software to read aloud. They commented that staff were friendly, helpful and welcoming and most importantly they felt listened to by staff and they had what they needed to learn. They enjoyed their friends in school and felt the school supported them to have a balance with schoolwork and outside commitments. They liked the small classes, and that Wyvern House was in the centre of the school and easy to access.



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<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>	
Rebecca Parkyn		RR	
Date:	11/01/24	Date:	

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

Criteria	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.	✓
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	✓
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	✓
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	✓
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	✓

# Report Summary

Summary of Report including whether acceptance is recommended:

Mayville is a small school with a nurturing environment to enable pupils to progress to their ability. The DLU is in a new building with excellent resources and highly skilled staff. All teachers in the school, due to small class sizes, can adapt teaching to meet the needs of many pupils. This is an exciting time as Wyvern House provides a hub and safe space for pupils that need additional support and is easily accessible.

The school meets all criteria and is recommended for re-registration without reservation.

Recommended for either Registration / Re registration:	<b>YES</b>	<b>NO</b>
Consultant to tick relevant box	✓	

## For Office Use Only

Category proposed:	
Consultant's name(s):	
School information received proficiently:	

<b>Consultant's signature:</b>		<b>Chairman's signature:</b>	
Helen Farley			
Date:	21/02/24	Date:	