



## Council for the Registration of Schools Teaching Dyslexic Pupils

CRESTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Bruern Abbey School Re-registration - Category DSP Dyslexia Specialist Provision

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
<b>Bruern Abbey School</b> Chesterton House Chesterton Oxfordshire OX26 1UY Tel: 01869 242448  Email: <a href="mailto:office@bruernabbey.org">office@bruernabbey.org</a> Web: <a href="http://www.bruernabbey.org">www.bruernabbey.org</a>	Rural	156 boys	Dysl	ISC, ISI,IAPS,
	Ind Wk Bdg Day	Ages 8-14		Common Entrance
Comments:				

Date of visit:

18<sup>TH</sup> September 2019

Name of Consultant(s):

Helen Ackers

*Please note:*

- Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

## School Details

Name of school: Bruern Abbey School  
Address of school: Chesterton, OXON, OX26 1UH  
Telephone: 01869242448 Fax:   
Email: [Office@bruernabbey.org](mailto:Office@bruernabbey.org)  
Website: [www.bruernabbey.org](http://www.bruernabbey.org)

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

Name: Mr John Floyd  
Title (e.g. Principal): Head  
Head/Principal's telephone number if different from above:   
Qualifications: MA (Hons) PGCE SENCo  
Awarding body: Edinburgh University

### Consultant's comments

Mr Floyd has a clear commitment to the development of the pupils at the school both pastorally and academically. He shows a strong commitment to the inclusive ethos of the School and the development of the learning community.

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

Name: Mrs Christine Lane Fox  
Title (e.g. SENCO): SENCO  
Telephone number if different from above:   
Qualifications: Bed, NASENCO (pending) Approved November 2019  
Awarding body: UCL, Middlesex University

### Consultant's comments

Christine Fox is a knowledgeable SENCO who works in close association with other SENCOs at Bruern Abbey School. Together they monitor current practice to continue to strengthen the quality first approach to the inclusion of the boys. This reflects the schools ethos of all teaching staff at the school being teachers of special educational needs.

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## 1. Background and General Information

1. a)	Dep't of Education Registration No.:			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 48	all	8-14
		Girls:		
	Boarding:	Boys: 108	all	8-14
		Girls:		
	Overall total:	156		

### Consultant's comments

Demand for school places is high. Careful planning reflects upon the fact that class sizes need to be appropriate to the pupils needs.

- c) Class sizes – mainstream: 9-13

### Consultant's comments

During the visit 6 lessons were observed. Class sizes were small enabling pupils to access teacher support readily. The rooms were spacious enabling pupils and teachers to move around the rooms to complete tasks. In many of the observed lesson there was a teacher and a learning support assistant

- d) Class sizes – learning support: Flexible groups, anywhere from 1-6

### Consultant's comments

During the visit two learning support lessons were observed. Staff during these observations showed a knowledgeable, multi-sensory approach to supporting pupils.

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

ISI completed an Educational Quality Inspection in May 2017. It comments that the development of pupils' resilience, self-esteem, self-confidence and self-discipline is outstanding.

Independent  
Schools  
only

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

### Consultant's comments

- g) Please supply the following documentation:
- 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 [www.buernabbey.org](http://www.buernabbey.org)
  - Recent Inspection reports**, please indicate copy enclosed or provide link to view reports via the internet <https://www.buernabbey.org/about-bruern-abbey-school/inspection-reports>
  - Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed or provide link to view information via the internet <https://www.buernabbey.org/joining-bruern/fee-structure>

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**Consultant's comments**

Parents are informed of additional costs of other services that are brought in by external services. The school carefully considers if pupils would benefit from accessing such support.

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

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

Learning difficulties should not preclude academic success. The School's raison d'être is to prepare boys, who have dyslexia or some other form of learning difficulty, for Common Entrance to major British public schools. We provide a tailored education in beautiful surroundings and maintain high expectations for the academic future. We aim to enhance boys' self-esteem, in the firm belief that confidence is the key to academic success.

Bruern Abbey is the only preparatory school in the country to have as its main purpose the preparation of boys with learning difficulties for Common Entrance and other entrance examinations to mainstream independent senior schools.

**Consultant's comments**

During the visit the aims and philosophy of the school were evident. The school's aim to develop the whole person is reflected within the SEN policy. The care that the school takes to enable opportunities for the pupils to increase their own self esteem was evident during the visit. Intervention activities such as art therapy were regarded as an important aspect of school life

Criteria 1 & 2

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

Information received

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**

Information received

ii. **Support for policy from Senior Management Team**

Information received

iii. **Support for policy from governors**

Information received

iv. **Admissions Policy/Selection Criteria**

Information received

v. **Identification and assessment**

Information received

**Consultant's comments**

The policy documents were detailed. Many of the policies have recently been updated. Conversation with the SENCO's and headteacher indicated their depth of understanding of the policies and how they impacted in the school community.

Criterion 4

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

All lessons are taught in a multisensory style that allows boys to use methods that are appropriate to their learning styles. The whole school response is to deliver teaching and learning in a style that supports weak working memory, weak/slow processing and any other SpLDs that our boys struggle with. To be specific:

- All boys have Chrome books they use every day in classes in order to aid learning (speech-to-text dictation; APPs; dyslexic supportive software)

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- English- Dyslexic- friendly books and accessible books; Junior school boys have a literacy class every day based on ability and individual needs; multisensory teaching/resources; reader pens;
- Maths- multisensory teaching/resources and practical materials that promote a depth of understanding and boys can relate to real-life scenarios
- Humanities- taught using multisensory material, visual media and practical learning experiences
- Design Technology- kinaesthetic learning chunked in planning, pre-design steps with the opportunity to then build/create via instructions being given in small steps and small child : teacher ratio.
- Art- encourage individual talent and creativity, a large focus on developing gross and fine-motor skills through using a large variety of media indoor and outdoor
- Sport and Extracurricular- boys are encouraged to try all but Bruern recognises that some SpLDs may impact on an individual's eagerness to get involved. While the whole schools encourages everyone to have a go it also supports in all areas to ensure pupils get a fair opportunity to try new sports/clubs and the best chance of being able to succeed with appropriate help.
- Communication- daily staff, weekly SEND, SMT and 'wrap' meetings are held to ensure key information regarding pupils is shared and documented. Information is also shared on our online portal iSams and Bruern Hub.

dme

**Consultant's comments**

All the observed lessons showed a multi-sensory approach to teaching and learning. Teachers enabled peer support to occur to positively reinforce learning experiences. In the observed lessons pupils were active participants in their learning. Excellent relationships between staff and pupils were evident in all the lessons observed

- e) Number of statemented / EHCP pupils: 5 EHCPs 3 SENAs

**Consultant's comments**

The SENCO's were able to discuss the pupils with EHCPs and how the school aims to meets their needs.

Independent Schools only

- f) Types of statemented / EHCP needs accepted:  
Each boy's needs would be considered on an individual basis to whether or not Bruern could meet his needs fully.

**Consultant's comments**

The admission policy outlines the procedure for admission.

### 3. Identification and Assessment

Criterion 1 DSP 6.9

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

Before boys start at Bruern parents are required to submit and in-date Educational Psychology Assessment for consideration, this is then followed by a two-day assessment process and one overnight stay that enable the admission officer, registrar, Head, SENCO and other teachers the opportunity to further identify SpLDs.

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#### Consultant's comments

The different stages in the admission process enable the staff at the school to consider, in conversation with the parents and pupils, if the school is a suitable choice for the pupil.

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

All boys that come to Bruern have a range of additional specific needs. The assessment procedure largely focuses on what they can do versus what they cant do as that would have previously been pointed out in their registration.

#### Consultant's comments

All the pupils at the school have additional specific needs. The positive outlook regarding the potential for every pupil to learn and develop was evident during the visit.

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

We have an highly accredited Educational Psychologists that come in once a week to carry out Assessments on our pupils if and when they need an updated one. We feel the boys are calmer and show their true profile when at school in surroundings they are comfortable with. In addition to this we have many ED Psychs that we have built up relationships with outside of Bruern should parents wish to use an alternative. We have two in-house OTs, SALT and two Counsellors/CBT Psychologists as part of our support team and they carry out assessments and produce thorough reports on pupils. The Head of Special Needs and SENCo's are also qualified specialists for children with learning difficulties and are able to administer various assessments on pupils and advise parents according to their children's needs.

#### Consultant's comments

The school has access to a range of professionals who can support the school community.

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## 4. Teaching and Learning

4. a) How is the week organised?

Buern is a weekly boarding school in rural Oxfordshire easily accessed by boys living in London as we provide a coach service on Mondays and Fridays. 1/3 of boys come daily from the local area. The school day starts slightly later at 9:00am on a Monday. Lessons of 40 mins. duration operate from 8:30-6:00 Tuesday to Thursday and 8:30-3.40 on Fridays. Juniors have literacy every day period 3. Wednesdays afternoon are activity days.

#### **Juniors: school years 4 - 6** – highly skills based learning

There are three classes of boys under ten years of age named after birds of prey:

Barn Owls, Eagles Owls and Grey Owls . (Barns are generally youngest, Eagles are a step up, whereas Grey Owls are academically strong)

The three classes of boys over ten years old, transition are: Merlins , Goshawks and Kestrels. (Kestrels are stronger in English whereas Goshawks are those who are stronger in Maths) Merlins' boys generally need most support.

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**Seniors, school years 7 & 8** - Curriculum leading towards Common Entrance  
Year seven is known as lower sixth (LVI) There are four classes at this stage.  
LVI M 1 (Stronger at maths) followed by LVI M 2  
LVI E 1 (Stronger at English) followed by LVI E 2, they are all given names of sharks: Blue (top set), Bronze (middle set), Green and Sand (bottom sets)

Year eight is known as Upper sixth (UV) There are four classes, UVIA strong at English, UVIB and UVIC/UVI D the group needing most support.

#### Consultant's comments

The school carefully timetables the week with the aim of maximising learning opportunities. During the visit teaching occurred within indoor classrooms and also in the school grounds. This enabled an enjoyable, active learning environment to be developed.

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

The majority of boys at Bruern have support within their class, which follows our ethos of inclusion and every pupils the right to the same curriculum. In the junior school there are two teachers in English and Maths lessons to allow for high levels of support. Teachers support in other classes in the senior school on the basis of need. Additional needs are met by some boys having learning support with literacy and/or numeracy in a small group, pairs or 1:1s if required in EHCPs. Boys needing long term provision may be withdrawn from French (7%) or RS if they do not need it for future Senior Schools.

We can offer specialist provision for boys needing: Speech and Language, Occupational Therapy or Cognitive Behaviour Therapy.

Prep is kept to a minimum as the working day is long we feel that in class work supported by teachers is of greater value than independent work. The day generally ends at 6:00pm so the boys get very tired.

Juniors are given some reading and spelling whilst seniors alternate between English and Maths prep at the weekends. There is a session for upper sixth for independent study once a week.

#### Consultant's comments

Pupils commented that when they did receive homework it was of a manageable quantity. They commented that if homework was given at a weekend, it often focused on one subject area. They considered this was beneficial.

Criterion  
3 & 4

#### c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- Curriculum subjects
- Literacy support

Curriculum subjects:

All staff are aware of the needs of each boy that they teach. Majority of the boys in the school are dyslexic therefore the methodology used is dyslexia friendly throughout. Curriculum subjects are taught with strong visual, multisensory input and awareness of boys with weak working memories and slow processing speeds. Boys at Bruern all have laptops and these are well used. Teachers also pre-teach and overlearn many topics across the curricula as this helps to aid the weak processing and working memory the majority of

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our boys struggle with.

Literacy support:

All junior boys have Literacy sessions every day from 10:00 – 10:40 this enables the boys to participate in building skills needed for effective reading and being heard to read on a regular basis. The *Booster Reading Programme* is also available for those boys who need more support with developing their reading skills. This programme allows for a targeted reading scheme to be carried out with paired reading following.

All juniors, and seniors identified with needing support with literacy use 'Lexia'. This is an online interactive, structured cumulative literacy programme that can also be accessed from anywhere in the world to allow for continuity during the longer school holidays. The school also uses Nessy fingers to primarily help strengthen typing skills but the dyslexic programme also reinforces reading and spelling.

Consultant's comments

The observed lessons showed the teachers were well prepared and sensitive to the individual needs of pupils. There was effective use of multi-sensory methods. Teachers deployed different strategies to develop learning including the use of open and closed questioning and enabling opportunities for peer support to occur. Pupils independently accessed laptops in the majority of observed lessons. There was evidence of differentiation. One observed literacy lesson occurred in the school grounds, enabling pupils to develop spelling skills through active learning games. In an observed science lesson, pupils were provided with real life examples to encourage the memory recall of science equations. An observed maths lesson made excellent use of movement and breaks to aid concentration.

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

Before boys start the Assessment Officer will produce a pupil profile sheet to inform staff of a newcomers needs. From there on all information on boys SEN needs are kept on iSams under the SEN Manager. This information is continually being updated and is readily accessible to all staff.

Boys that come out for additional support have a PEP (Personal Education Plan) and these documents are also shared on the Bruern Hub for all staff to access. It acts as a working document and is continually being added to as needed for that individual learner.

Please indicate **two examples** enclosed

Information received

Consultant's comments

The Personal Education Plans act as a source of information regarding the individual requirements of learners. The staff who the consultant spoke to during the visit strongly indicated their commitment to supporting the learners.

e) Records and record keeping:

Personal student files with general pupil/family information are kept in a cabinet in the main office, to be referred to when needed, but not removed. EP and other relevant academic reports are kept in the main SfL room in a locked filing cabinet. Only to accessed with permission by the Head and SENCo. Junior boys sit standardised tests in Reading (NGRT), Spelling (HAST) and Maths (PUMA) in September and June. All boys sit exams in Nov and June. Seniors also sit an additional set of exams in March. Personal profiles of results are kept to enable progress to be tracked.



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**Consultant's comments**

The profile of results tracks the progress of pupils. At the point of the visit, the school was introducing a new procedure to further improve the recording and monitoring of formative assessment. The member of staff who is coordinating the introduction of this new procedure had a clear understanding of why the changes had been introduced and how the procedures would be established in the school.

Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.

Pupils are assessed appropriately. There is targeted provision to improve outcomes for pupils.

Criterion 3 g) Impact of provision – assessment summary for 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	NA					
SpLD Pupils	NA					

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	NA						
SpLD Pupils	NA						

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	NA						
SpLD Pupils	NA						

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	NA						
Dyslexic Pupils	NA						

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

National Curriculum Levels are not used

**Consultant's comments**

Pupils attend the school between the ages of 8 and 13 years.

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

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

Each boy has their own personal laptop they rent from the school. All classes have interactive whiteboards and a few now are using Google Classroom with the Chromebooks the boys use. A wide variety of multisensory resources are freely available for all staff to access for any subject. Bruern has open outside grounds that also provide a natural learning platform for teaching SpLD pupils that teachers often use. The Library has an extensive SEN Library of books across all areas of SpLD available.

### Consultant's comments

The lessons observed used a wide range of resources. These were used effectively to enhance learning opportunities. Pupils were observed using laptops during lessons. Learning occurred both in inside classrooms and in the schools grounds.

Criterion 5.2 b) ICT:

All pupils have their own laptop with an broad range of software and web-based programmes, all of which are highly filtered for safety. Programmes used are: Lexia, Nessy Fingers, MyMaths, CoolMaths, Mathletics, Claro Read, Chrome Speak/Dragon Dictate, Clicker 7, Google Docs (and attributing programmes) and Tassomai.

### Consultant's comments

During the observed lessons, ICT was integrated in to the lessons to support learning. Pupils were able to explain how skills learnt in one lesson, via ICT, could be transferred to other subject areas and learning.

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

Most Bruern boys qualify for extra time and use of laptops in exams. Even though some boys are awarded the use of readers and scribes as per the JCQ exam board, we aim for them to have as much independence as possible therefore only providing them for pupils where the SENCo and Head feel it would show a true representation of their ability. Electronic readers and reading pens are available if awarded.

### Consultant's comments

The SENCOs had a clear and informed understanding of when and why they would enable pupils to have access arrangements.

Criterion 5.4 d) Library:

Bruern has a well organised library which is a comfortable and dyslexic-child friendly place to read. A librarian or a member of staff is available when needed to support boys with their choice of reading materials. All boys in the Junior school and LVI have one Library sessions a week that allows classes/boys to explore the library and how to use the system to their benefit. The Bruern Abbey Library system is divided into 6 different sections to suit our level of readers. We aim to stock it with an array of books that are primarily dyslexic friendly so that boys gain greater independence and confidence when choosing books.

### Consultant's comments

During the visit several pupils were seen to be enjoying the library which is a comfortable space. The library is well positioned next to the learning support room enabling pupils to easily access the space.

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## 6. Details of Learning Support Provision

DSP 6.1 6. a) Role of the Learning Support Department within the school:

The role of the Learning Support Department is to primarily support the needs of the pupils, it also support all staff, professionals and parents in connection with that individual. The support department is central to the school it's aim is to ensure that every boys learning differences can be accommodated throughout the school. With a positive attitude and building trusting relationships we can draw on boys strengths and raise their self-image.

As all boys in Bruern have specific learning differences (and come to Bruern having been assessed and every pupil with an Educational Psychology Report) we already have a firm idea of needs and support that should be put into action. All boys are supported in class. However, should a pupil need extra support they will come for regular lessons in the LS department and PEPs written to reflect aims/targets/needs

We assess prospective boys in groups on various mornings throughout the year in the department, aiming to put them at ease and show them that other boys have similar difficulties to them and that there are other ways of learning.

### Consultant's comments

The learning support room is a well organised and resourced space. It is also a base for some the schools dogs. It was clearly evident during the visit that the pupils viewed the dogs as part of their community and well-being.

b) Organisation of the Learning Centre or equivalent:

The learning support system is divided into two different groups. One for the Upper Sixth Pupils and the second for the Lower Sixth and Juniors.

The UVI SENCo works primarily supporting pupils in class and in small group throughout various areas of the school

All other support operate from Room 13, lessons are creative and flexible and often spill over into the library and work throughout the school. We teach class lessons, offer group, paired support and help individuals with eye and co-ordination exercises. As we are a school for boys with learning differences there is close co-operation between the Learning Support Department and all teachers. The majority of pedagogical advice within the school is proved by the SfL Department as they lead the school in deciding the most appropriate teaching strategies for specific boys.

The SfL department also works closely with other professionals, such as SALTs, OTs and Educational Psychologists, that come into Bruern to work with our pupils. The OTs are based on the landing of the dorms which lend spaces for appropriate movement. The SALT is bases in one of our cabins that is central to the school. Our Educational Psychologist conducts EPs, and parent meetings thereafter, in the Library. Close communication with our SALT and OT specialists are key and weekly meetings are held with the LS staff and any others that wish to join to enable useful dialog on students for success.

### Consultant's comments

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- The Learning Support Department has a central role in the school community. The SENCOs are knowledgeable and offer support to colleagues in the school
- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
- The Head of Special Needs has a positive relationship with the Head of Academics and other Heads of Departments. This partnership enables valuable input to the curriculum and how it may be delivered and supported. Regular training is also available to ensure all staff feel supported and with an appropriate level of knowledge for the provision to our young people with SpLDs.
- Consultant's comments
- The school values the positive relationships between all staff and heads of departments. The SENCOs were able to discuss the input they had made in the development of curriculum design and delivery
- d) Supporting documentation, please indicate enclosed:
- vi. SEN Development Plan (or equivalent) enclosed
  - vii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff
  - viii. List of known SpLD pupils in school
- Information received
- Information received
- Information received

## 7. Staffing and Staff Development

- Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:
- Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.**
- Consultant's comments
- The school values CPD opportunities. This is accessed on site through, for example, input from the various specialists who work alongside staff. Staff also access CPD opportunities that occur external to the school. There is a range of expertise and knowledge amongst the staff at the school.
- DSP 7.3 b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?
- Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.**
- Consultant's comments
- At the point of the consultants visit not all English staff had a nationally recognised qualifications in the teaching of SpLD children. The staff were knowledgeable and the consultant did observe positive practice regarding the teaching of pupils with SpLD. However, the final decision regarding this will be with the CReSTeD Council.
- Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?
- During the observed lessons, staff did demonstrate the ability to meet the needs of SpLD pupils. However, due to the point raised in 7b regarding qualifications, the final decision regarding this will be with the CReSTeD

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Council.

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## 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:

All the parents who were contacted considered the school did have a supportive and nurturing ethos enabling the development of a 'whole person' education. All the parents considered the school did value their opinions and spoke positively about their relationship with the school and its open door policy. Several parents commented that their sons had increased in self-confidence whilst attending the school. Positive comments were made about the SENCOs, teachers and other staff. Several parents commented they wished the school had a senior school so their sons could remain at the school until the age of 18 years. One parent positively described the school as 'really quite a unique place'.

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

The consultant spoke to several learners during the duration of the visit. They spoke positively of the school and stated they would recommend the school to other SpLD learners. They described how teachers provide support for their learning and were kind and helpful. They explained how they liked their lessons. They spoke very positively about the school grounds and the school food. They liked the extra-curricular opportunities available within the school, such as cycling and being able to care for the dogs and other school animals. They agreed that teachers tried to make learning interesting and memorable.

# 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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	√
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	√
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.	
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	

# Report Summary

Summary of Report including whether acceptance is recommended:

Bruern Abbey School has a knowledgeable and experienced Headteacher and SENCOs who support teachers, learners and parents to develop an inclusive learning environment within the school community. The school strives to meet the needs of pupils through quality first teaching. Some pupils also access additional support. Observed lessons embedded an ethos of multi-sensory teaching to enable all learners to access the curriculum in order to achieve positive outcomes. The school recognises the need to develop the learners academically and pastorally. During the visit learners spoke positively of the supportive nature of the school, the learning environment and the diverse range of extra-curricular activities available at the school. Parents who were contacted also spoke very positively of the school, how it valued their opinions and provided a valued education for their sons.

Due to the points outlined in the report regarding the qualifications of staff the final decision regarding reaccreditation will be with the CReSTeD Council.

<b>Consultant's signature:</b>		<b>Chairman's signature:</b>	
Signature seen		Approved	
Date:	15/10/2019	Date:	13 <sup>th</sup> November 2019