



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley  
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
Email: admin@crested.org.uk

### Registration / Re-registration Application Form Category LSC – Learning Support Centre (formerly known as DU – Dyslexia Unit)

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

#### Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore, your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the registration / re-registration process are **indicated in red** within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category? (re-reg only)	DU	Change of Category? (re-reg only)	YES/NO	Category applied for (re-reg only)	WS
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#### Contact Details

Name of person completing form:

Hazel Irvine

Tel:

01228 710225

Email:

h.irvine@limehouseschool.co.uk

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:

N/A

Tel:

N/A

Email:

N/A

Date of visit:

21/3/2022

Name of Consultant(s):

Helen Ackers

## School Details

Name of school: Lime House School

Address of school: Holm Hill, Dalston. Cumbria, CA7 5BX

Telephone: 01228 710225 Fax: 01228 710225

Email: office@limehouseschool.co.uk

Website: http://www.limehouseschool.co.uk/

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

Name: Mary Robertson-Barnett

Title (e.g. Principal): Headteacher

Head/Principal's telephone number if different from above:

Qualifications: MA, PGCE

Awarding body: OXON

[Consultant's comments](#)

[Mrs Robertson-Barnett](#)

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

Name: Miss Hazel Irvine

Title (e.g. SENCO): SENCo

Telephone number if different from above:

Qualifications: BA, PGDE

Awarding body: University of Glasgow

[Consultant's comments](#)

[Miss Irvine is a recently appointed SENCO at Lime House School.](#)

[In her period of time at the Lime House School, she has developed a knowledge and understanding of the pupils at the school including pupils with Special Educational Needs\(SEN\)/ Specific Learning Difficulties \(SpLD\)](#)

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## 1. Background and General Information

Independent Schools only	1. a)	Dep't of Education Registration No.:	909 6001			
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
		Day:	Boys:	18	5	7-18
			Girls:	31	5	7-18
		Boarding:	Boys:	62	1	7-18
			Girls:	43	2	7-18
		Overall total:	154	13	7-18	
		Consultant's comments				
		There are currently 13 SpLD pupils identified at the school.				
	c)	Class sizes – mainstream:				
	Consultant's comments					
	Class sizes observed during the visit were small ranging from 2 to 12 pupils in the class.					
d)	Class sizes – learning support:					
	Consultant's comments					
	During the period of the visit, one specialist learning support lesson was observed(virtually). This involved one member of staff teaching one SpLD pupil.					
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:					
	The last full ISI inspection was January 2020					
	This included statements about the progress made by SEND pupils including, in relation to the Junior section, 'Pupils with SEND also make good progress as they are supported well'					
f)	Current membership (e.g. HMC, ISA etc.):	ISA, BSA				
	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	https://www.limehouseschool.co.uk/uploads/lime-house-school-prospectus-2018.pdf			
	ii.	Recent Inspection reports, please indicate copy enclosed				
		or provide link to view reports via the internet	https://www.limehouseschool.co.uk/downloads			
	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	https://www.limehouseschool.co.uk/admissions/fees			
	Consultant's comments					

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The online prospectus and other documents were made available during the period of the visit.

Inspections reports can be accessed via the schools website

There is one teacher at Lime House School who teaches English

There are three members of staff who provide support in relation to literacy.

One of these members of staff provides specialist SpLD support on an individual basis to pupils. The remaining two members of staff provide in class support in English classes to assist a range of pupils who require additional support in this area.

Details of school fees, including those for learning support, are available on the school website

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

Criteria  
1 & 2

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

School Aim Our aim is to provide a caring, expanding and successful school that is valued by parents, pupils and staff.

To achieve this, we have three main aims:

- To provide good quality education for boys and girls aged 7 to 18
- To ensure that each pupil achieves their full potential both academically and socially, with each child being treated as an individual
- To sustain a safe and caring boarding environment that produces successful, confident and happy children who are prepared for life beyond school.

School Motto Nil Sine Labore: Nothing Without Labour. Our future success lies in our current application of talents and our openness to emotional growth through personal endeavour.

School Mission: Our mission is to work with each pupil to do everything we can to ensure that he/she becomes: an academically successful; internationally-minded; caring person; a motivated learner able to communicate effectively and well prepared for the challenges of an ever-changing world. This is encapsulated in the phrase inspire to aspire. All daily interactions have the potential to inspire and provide a platform for aspiration, reflection and a cycle of continual improvement.

School Vision: Our vision is to inspire intellectual curiosity in our young people and to support and motivate them in their exploration of this. In a nurturing and supportive environment of holistic development each will be encouraged to become their best self and thereby be equipped to take their place as responsible citizens and global custodians of all our futures.

#### Consultant's comments

During the visit, the nurturing aspect of the school was observed and was evident in discussions with staff and also pupils. Staff expressed their aim to create a supportive, inclusive environment for all pupils at the school. The ISI report (2020) commented the 'quality of the pupils' personal development is good'.

Criteria  
1 & 2

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

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	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	Attached
		ii. Support for policy from Senior Management Team	Staff Handbook
		iii. Support for policy from governors	Staff Handbook
Criterion 4	d)	iv. Admissions Policy/Selection Criteria	Attached
		v. Identification and assessment	In SEN policy
		Consultant's comments	
		The schools SEN policy includes the aim that the school promotes inclusion by enabling all SEND pupils to have their needs met through high quality, suitability differentiated teaching. The SEN policy outlines an identification process which the SENCO was able to discuss as part of the visit.	
Independent Schools only	e)	Give specific examples of the whole school response to SpLD	
		Regular meetings between SENCo and SEN staff. Other teaching staff are encouraged to email the SENCo with anything they would like to be discussed in said meetings, issues/solutions to be discussed and feedback to staff and pupils. Teaching Assistants feedback at the end of lessons to teaching staff re in class support. Direct communication with all staff regarding any changes/updates to pupil support from SENCo. Weekly whole school staff meetings where SEN issues can be discussed.	
		Consultant's comments	
		There is an emphasis on a proactive stance of staff identifying need and then acting promptly, in conjunction with the SENCO and the learning support team, to reduce barriers to participation and learning for pupils. Consideration of the learning environment was evident during the visit, such as the schools aim to develop processes to support pupil mental health and wellbeing. The small size of the school enables staff to know pupils well.	
	f)	Number of statemented / EHCP pupils:	2
		Consultant's comments	
		The SENCO spoke with knowledge of the EHCPs	
		Types of statemented / EHCP needs accepted: Ability to meet pupils needs at LHS are assessed on individual basis – pupils accepted historically have included literacy & numeracy needs, MLD, ASD, ADHD, PDA and physical disabilities.	
		Consultant's comments	
		The SENCO was able to discuss the process that occurs during the application process to ensure they are able to meet the needs of pupils enrolled at the school. Pupil need was identified on the schools SEN register	

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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:
- Previous school reports and documentation (Ed Psych reports)  
Interviews with pupils and parents  
Baseline assessments
- Consultant's comments
- The SENCO and parents who were contacted as part of the visit, were able to discuss the steps the school takes to identify pupils who are at risk of SpLD. The admission policy identifies a baseline assessment all pupils complete as part of the admission process.
- b)   Give details of what action you take when children are identified as at risk of SpLD
- See SEN Policy – Identification.
- Consultant's comments
- The SENCO was able to discuss case studies which exemplified the approach taken. This included communication with parents, the pupils and the involvement of external agencies such as an Educational Psychologist
- c)   Give details of how children in your school can access a full assessment for SpLD
- See SEN Policy – Identification.
- Consultant's comments
- Lime House School has links with an Educational Psychologist who the SENCO works closely with.

### 4. Teaching and Learning

4.   a)   How is the week organised?
- Each school day begins at 8.50 am with registration.  
There are 4 x 1 hour periods in the morning with a 15 minute break at 11.00 am.  
Lunch is from 1.15 pm to 2.10 pm.  
A 5 minute registration begins the afternoon session.  
There are 2 x 1 hour lessons with school ending at 4.15 pm.  
Activities then run from 4.30pm until 5:30pm for all pupils, these are optional for day students.  
6<sup>th</sup> form students are able to choose supervised study between 4:30-5:30 if they so wish.  
Dinner is 5:30-6:00 and then there is prep sessions from 6:00-7.00pm.  
There are supervised GCSE & A level examinations for all pupils Year 10 and above on Saturday mornings from 9.15pm until 12 noon.
- Consultant's comments
- On the day of the visit the organisation of the day appeared to be well understood by pupils. Pupils were observed to walk in a calm manner between lessons. Staff were observed to support pupils who required organisational assistance between lessons.
- b)   Details of arrangements for SpLD pupils, including prep / homework:
- All staff are made aware of the special needs of each student.



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Many pupils with SpLD benefit from having a learning assistant providing in class support across subjects, with a focus on help being available in core subjects.  
Support is made available at school and supervised prep sessions are offered.  
Some pupils with SpLD have small group sessions during school time with a teaching assistant, allowing extra time and support for prep and classwork catch up.  
Dyslexic pupils have their prep diaries checked by teaching staff and in some cases staff will write the prep into the diaries.  
We also have an alternative pathways curriculum program for those pupils' needs who cannot be met solely in mainstream classes.

#### Consultant's comments

During the visit, teachers did appear to have an in depth understanding of pupils needs in their classes, including those pupils with a Specific Learning Difficulty (SpLD).  
One lesson involved a member of the learning support team who was seated appropriately in the room to enable support for pupils to occur, whilst also enabling them to develop their own strategies to engage with the lesson content. Observed support was sensitively done.

Criterion  
3 & 4

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

Use differentiated tasks for supported pupils - different worksheets, expected outcomes and the use of textbooks more appropriate to their reading and comprehension levels.  
In all lessons teachers are aware of the individuals in their classes needing support and use appropriate questioning techniques with those pupils and to use positive reinforcement and praise as part of their teaching strategies.  
The use of Dyslexia friendly, hands on tasks for the whole class.  
Teachers provide students opportunities to demonstrate their knowledge through mediums other than writing.  
Allowing additional time for class tests and exams if required.  
Vocabulary sheets given and learning outcomes identified.  
Writing prompts and structure guides used in literacy where needed.  
Visual prompts used in Maths when required – for example timetable squares, number lines etc.

#### Consultant's comments

Several lessons were observed during the visit. In many lessons a range of multi-sensory tasks were observed which pupils responded well to. For example, in an English lesson there was a range of tasks completed by pupils which included supportive reading tasks. In an art lesson, the teacher used a range of open and closed questions and provided additional time for pupils to successfully engage in dialogue with the teacher and their peers. In an ASDAN lesson, pupils were provided the support and time needed to explore the topic which was the focus of the lesson.

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

Only those pupils whose needs cannot be addressed in the department planning have an IPP.

Please indicate **two examples** enclosed

X

#### Consultant's comments

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Examples of IPPs were made available. These consider assessment of need, target/ specific learning objectives, strategies and final evaluations. On the examples shared with the consultant during their visit, the IPPs included a comment from the SpLD specialist teacher. The SENCO was able to discuss the IPPs with knowledge and understanding.

e) Records and record keeping:

All pupils have individual files containing baseline assessment tests, 6 monthly testing results and IPPs.  
In addition there are records of Access Arrangements applied for and/or obtained.  
These are kept in the unit.  
Staff are given a copy of the Special Needs Register.

Consultant's comments

Appropriate access to information for all staff was seen as important by both the Headteacher and SENCO. This reflects their aim to have a whole school approach to meeting the needs of all pupils in the school, including SpLD pupils. The Headteacher and SENCO continue to monitor and strengthen existing processes to ensure that all staff are aware of individual pupil needs

Criterion 3

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

Documentation and discussion with the SENCO occurred as part of the visit. The SENCO was able to speak with knowledge and understanding of the pupils academic progress and personal development

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	54	32	100	55.6	130.75	38.07
SpLD Pupils	2	2	100	n/a	160	45.71

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	22	91.42	63.63	81.81	34.69	42.86	22.44
SpLD Pupils	n/a	n/a	n/a	n/a	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



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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:

The school adjusts its curriculum planning to suit the needs of pupils. There are CTEC courses available and there is an alternative pathway programme for pupils who require more tailored support in their learning. All pupils will complete CAT testing shortly after their admission at Lime House School. Mrs Thompson who is qualified in supporting those pupils with SpLD assesses pupil progress through spelling and reading assessments.

**Consultant's comments**

The SpLD specialist teacher uses a range of additional tests to inform the schools knowledge of pupil progress. This includes spelling and reading tests. Comment on these was evident on the IPPs

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

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

The school has 2 SEN classrooms that are stocked with a range of resources useful for teaching those pupils with SpLD. The school has use of many multisensory materials to engage those pupils with SpLD in learning.

**Consultant's comments**

The SEN classrooms were welcoming spaces. They were resourced with an array of learning activities.

- Criterion 5.2 b) ICT:

Almost all pupils in the secondary school have their own personal laptop or tablet device they can use in lessons to assist in their learning. Most lessons and resources are made available through Microsoft teams and there are assistive functions on teams such as dictate, immersive reader and translators that are beneficial for EAL pupils and those with SpLD. The school also has two computer suites with the latest computers and technology. The school has recently had new, more modern projectors installed in some of the classrooms to ensure lessons can include good use of quality, engaging visual content.

**Consultant's comments**

During the visit, pupils were observed using their laptops in lessons, for example during a reading task in an English lesson. Staff were observed using the projectors, with pupils and staff annotating presentations displayed via the projectors in some lessons. In addition, there are two computer suites. Although a lesson did not occur using these suites during the visit, the SENCO was able to discuss the type

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Criterion 5.3	<p>of lessons that would occur in these suites</p>
Criterion 5.3	<p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>A full range of examination access arrangements are made available at LHS depending on pupil needs and their normal way of working. The SENCo, Exams Officer and Educational Psychologist work together to ensure the correct arrangements are put in place for each pupil. Arrangements can include extra time, modified papers, reader, scribe, speech recognition technology, etc. This year the school is applying for an extra 25% time for 3 pupils sitting GCSE's.</p> <p><b>Consultant's comments</b></p> <p>The SENCO spoke of the relationship with the educational psychologists which is one way to ensure that access arrangements are applied for appropriately.</p> <p>There is communication between the school and JCQ to ensure the school is compliant with its access arrangements.</p>
Criterion 5.4	<p>d) Library:</p> <p>The School has a library in the Maths room and the English room. Books in the English room are organised by genre/interest. There is also a range of guided reading booked in the SEN "glasshouse" for pupils following a more structured/targeted reading program.</p> <p>All pupils up to year 9 are expected to have a personal reading book and some time is allocated to personal reading within English lessons. Mrs Rae our English teacher is an avid promoter of personal reading for enjoyment.</p> <p><b>Consultant's comments</b></p> <p>The schools libraries were organised in two rooms as well as there being a range of books in the SEN/ learning support room.</p> <p>The books in the English Room included those by a publisher that presents text in a dyslexia friendly font and layout.</p>

## 6. Details of Learning Support Provision

LSC 6.3	<p>6. a) Role of the Learning Support Department within the school:</p> <p>Co-ordinate the assessment and support for SEN pupils</p> <p>Provide in class support for SEN pupils</p> <p>Provision and organization of alternative pathways curriculum</p> <p>Small group or 1:1 assistance to work on subject specific items and support identified areas of need.</p> <p>Advice and support to teaching staff</p> <p><b>Consultant's comments</b></p> <p>The Learning Support Department is seen to be an important, integral part of the school. There is an appreciation of the work of the Learning Support Department from the Headteacher. During the visit staff, pupils and parents also spoke of their appreciation of the Department.</p>
LSC 6.5 & 6.6	<p>b) Organisation of the Learning Centre or equivalent:</p> <p>2 dedicated classrooms for SEN</p> <p>SENCo</p> <p>2 part time teachers that deliver SpLD and SEN teaching</p> <p>2 Teaching Assistants</p> <p><b>Consultant's comments</b></p>

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LSC 6.6	Timetables indicate the Learning Support Team are organised. Observation during the visit included that of teaching assistant support in an English lesson and a virtual observation of a specialist SpLD (dyslexia) lesson	
	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
		Yes
		Consultant's comments
		The Headteacher confirmed the SENCO does have input into 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
		Sent

## 7. Staffing and Staff Development

Criterion 7	7.	a)	Qualifications, date, awarding body and experience of all learning support staff:
			To be shown on day of CReSTeD visit.
			Consultant's comments
			The member of staff with specialist SpLD qualifications did make their qualifications available on the day of the visit
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.)
			Mrs Thompson who delivers targeted SpLD support to pupils has a recognised dyslexia specialist teaching qualification.
			Miss Hazel Irvine, SENCo, is currently completing her SENCo qualification and has much experience/training in teaching pupils with SEN and SpLD. She is has a particular understanding and passion for delivering support to pupils with a SpLD, being diagnosed dyslexic herself.
			Consultant's comments
			One teacher delivers specialist SPLD lessons at the school. During the visit one lesson was observed (virtually) involving this member of staff. The pupil was observed to responded well to the learning activities in the lesson

## 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.
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For completion by consultants only: Parent Contacts:

Several parents were contacted. All stated they would recommend the school to other parents whose children displayed signs of a specific learning difficulty or were diagnosed with a specific learning difficulty.

Parents spoke of the positive work of the specialist teacher at the school and how their children had made good progress with reading and spelling since joining the school. Several parents also spoke of the development of positive mental health and wellbeing of their children since joining the school. One parent said their child was a positively 'transformed person' since attending the school.

One parent did discuss the impact of the period of transition between SENCOs in the recent period. They spoke of the previous high standards of engagement between the school and themselves as parents with a previous SENCO and how they hoped these high standards would be quickly re-established with the appointment of the new SENCO.

All parents spoke of the progress their children had made, although one parent felt the progress reports could be improved further. Some parents considered the homework set by some teachers could be further personalised to meet pupil needs

Overall parents contacted were pleased with the school and felt their children did benefit both academically and socially from being at the school.

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

During the visit, there was a meeting with several pupils at the school. They spoke about their school and agreed they enjoyed the majority of lessons. Discussion included reference to a recent music and drama festival the school had participated in and the success the pupils had enjoyed at the festival.

Pupils felt some aspects of homework could be better targeted to meet their needs. They thought further levels of flexibility, regarding homework, would be beneficial. This included the rooms at the school in which pupils could complete their homework. Pupils appreciated their teachers worked hard but felt sometimes teachers could listen better to their views.

Pupils spoke of the access to IT equipment they have and recognised that the location of the school did mean that the WIFI could be problematic on some occasions in certain parts of the school.

Pupils who accessed support from the learning support team spoke positively of this.

A pupil emphasised how they valued the positive learning environment at Lime House School. This they described as 'very caring'. They spoke of how they considered the school did want them to succeed and how the school saw every child as an individual.

**Head's / Principal's signature confirming accuracy of school's information (pre-visit):**

Mary Robertson-Barnett

**Head's / Principal's signature confirming agreement to consultant's comments (post-visit):**

Mary Robertson-Barnett

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Date:	23/03/22	Date: 12/04/22	
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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> .	(see comment below in summary section)
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.	x
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.	x

## Report Summary

Criteria	LSC
6. Specific to the Category of School or Centre: -	
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:

It is considered, based on the information available during the visit, that the school does not meet the criteria for re registration within category Learning Support Centre. This is particularly focused on the specialist qualifications of staff. Conversation with the Headteacher and SENCO indicated they acknowledged this.

Observation of lessons showed pupils were engaged in learning. Observed learning, both on the day of the visit and virtually, showed staff maintained high expectations of pupils. A multi-sensory approach to learning was evident in lessons

Through quality first teaching, including peer support and skilled use of open questioning, pupils were seen to engage in curriculum content. When pupils did make mistakes in lessons, these were used positively to further engage pupils in lesson content.

The Headteacher spoke of a clear vision she has to ensure Lime House School further develops its inclusive approach. The learning support team act as a central part of school life. They are valued by the Headteacher, staff, and parents and pupils who the consultant spoke with as part of the visit.

The most recent JCQ visit (November 2021) highlighted a couple of points regarding the supporting evidence for access arrangements. The school were requested, to confirm via Email, that going forward the new SENCo would ensure full supporting evidence was held on file. Evidence of the schools reply to JCQ was made available as part of the visit.

Discussion between the Headteacher and SENCO, during the visit, indicated they recognised the current specialist qualifications held by staff at the school would not meet the category of Learning Support Centre . During the visit the Headteacher and SENCO made a decision to apply for re registration at Withdrawal System category

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
For WS category	

## For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:


**Consultant's signature:**

**Chairman's signature:**



Date:

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Date:

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