



## 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)

### More House School Re-registration Application Form Category SPS – Specialist Provision

Date of visit:

Wednesday 5<sup>th</sup> February 2020

Name of Consultant(s):

Laraine Erhlanderr-Lawrence

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
<b>More House School</b> Moons Hill, Frensham, Farnham, Surrey, GU10 3AP Tel: 01252 792303 Fax: 01252 797601 Email: <a href="mailto:schooloffice@morehouseschool.co.uk">schooloffice@morehouseschool.co.uk</a> Web: <a href="http://www.morehouseschool.co.uk">www.morehouseschool.co.uk</a>	Rural	484 boys  Ages 8-18	Dysc Dysl Dysp ADD P&S	ISA, ISC, BSA, CReSTeD, AGBIS
	Ind Bdg Wk Bdg Day	GCSE GCE: AS/A2 Modified Nat' Curr'		
Comments: Learning Development Centre on site providing Occupational and Speech and Language Therapy to boys with SpLD.				

*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: More House School  
Address of school: Moons Hill, Frensham, Farnham, Surrey  
Telephone: 01252 792303 Fax: 01252797601  
Email: schooloffice@morehouseschool.co.uk  
Website: www.morehouseschool.co.uk

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

Name: Jonathan Hetherington  
Title (e.g. Principal): Headmaster  
Head/Principal's telephone number if different from above:  
Qualifications: BA (Hons) MSc (Ed) QTS  
Awarding body: University of Southampton

### Consultant's comments

Jonathan Hetherington started teaching at More House School in 2004 and was appointed Headmaster in 2015. He is now well established in the role and lives on site with his family. In addition to his role, he is a Governor at Treloar's School and College in Alton, which provides high-quality education and care to children and young people with physical disabilities. Jonathan also serves on the Board of Trustees for the Helen Arkell Dyslexia Charity and is Area Co-ordinator for the ISA's London West Area Group, where he is a Trustee and Non-Executive Director sitting on their Executive Council and Membership Committee. He is also a member of the National Cross-Association SEND Committee.

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

Name: Meriel Davenport  
Title (e.g. SENCO): Director of Assessment and Therapy  
Telephone number if different from above:  
Qualifications: MRCSLT; RSA Dip.SpLD  
Awarding body: Royal College of Speech and Language Therapists; Royal Society of Arts

### Consultant's comments

Meriel has a long professional association with More House School, joining over 20 years ago as a Speech and Language Therapist. She has been involved in developing a high-level of provision and is the Director of Assessment and Therapy. She skilfully runs an ever-expanding team of therapists including SALTs and OTs, LSAs and Numeracy and Literacy tutors.

## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	9366420			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	397	155	8-18
		Girls:			
	Boarding:	Boys:	87	32	10-18
		Girls:			
	Overall total:		484	187	

### Consultant's comments

Pupil numbers have increased since the 2017 CReSTeD report. SpLD pupils then accounted for around 32% currently sit at around 39%. Day pupil numbers show an increase.

- c) Class sizes – mainstream:
- Pupils are grouped according to need and learning style – the average class size is 12-14. Class sizes in the Sixth Form vary according to subject but range from 12 to 3.

### Consultant's comments

The small class sizes enable staff to teach effectively according to the needs of the pupils.

- d) Class sizes – learning support:
- Class sizes in LDC are between 2-4.

### Consultant's comments

The small classes in the LDC observed during the visit provide for ideal teaching and learning opportunities.

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

An Ofsted inspection team visited the school in March 2019 and rated all aspects of provision as 'Outstanding'. The report stated that 'the work to promote pupils' personal development and welfare is outstanding'. Pupils were regarded as being 'looked after exceptionally well' and able to 'relate to each other well with empathy, tolerance and patience'. It was noted that the adults managed behaviours linked to the pupils' SEND effectively and that strategies to manage each pupil were well known and shared by staff. There is an established prefect system and peer-mentoring system in place. Pupils said that they felt safe and secure. The report noted that the 'school provides a peaceful and calm haven'.

The school was visited by an Ofsted inspection team a week before the currently reported CReSTeD visit. The annual 'Social Care Common Inspection Framework (SCCIF): boarding schools and residential special schools' inspection team leader gave a provisional judgement of 'outstanding' in all measures.

Independent  
Schools  
only

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

#### Consultant's comments

The above associations are entirely appropriate to serve all aspects of More House School and along with CReSTeD include: The Independent Schools Association; The Independent Schools Council; The Boarding Schools Association and The Association of Governing Bodies of Independent Schools.

- 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

[www.morehouseschool.co.uk](http://www.morehouseschool.co.uk)

Admissions – prospectus  
Information – Staff list

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

or provide link to view reports via the internet

[www.morehouseschool.co.uk](http://www.morehouseschool.co.uk)

Information – Ofsted report  
5.05.19

- 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

[www.morehouseschool.co.uk](http://www.morehouseschool.co.uk)  
Admissions - Fees

#### Consultant's comments

The Prospectus, entitled 'Transform', can be requested from the school or downloaded from the website and gives an invaluable insight into the transformative experience on offer to pupils. The inspection reports are readily available, along with all aspects of provision that have been carefully outlined on the website. The website clearly sets out the fees which are banded according to provision and vary for Junior/Senior and Sixth Form provision. Detailed information on fees and compulsory extras can be found under 'Admissions' and are discussed during the admissions process.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

Our aim is to help each boy who joins us, achieve, in the widest possible sense, more than he, or his parents, ever expected. This is accomplished by knowing a great deal about each student – his strengths as well as his difficulties. For his strengths, he must first be helped to identify them and, eventually, change them into a marketable form. His difficulties will not be static. We are mindful that we must be alert to changes caused by a student's own development, those of society and by the curriculum and make sure that each of our students is equipped to meet them.

#### Consultant's comments

The school aims to enable each boy to recognise and overcome barriers to learning posed by his own individual specific learning difficulties. They are given support to recognise their strengths in order to build self-esteem and confidence to equip them when leaving to take their part in our multicultural society. To deliver these aims, the school employs a wide range of specialists to deliver to the everchanging and individual needs of each boy.

Criteria  
1 & 2

- b) Please indicate copy of **Staff Handbook (SH)** enclosed
- c) **If not within SH**, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:
- i. **Policy for SEN/SpLD**
  - ii. **Support for policy from Senior Management Team**
  - iii. **Support for policy from governors**
  - iv. **Admissions Policy/Selection Criteria**
  - v. **Identification and assessment**

Information received

Consultant's comments

- i. The Policy for SEN/SpLD: The Learning Development Centre (LDC) Policy sets out staff responsibilities in detail to ensure that individual needs are addressed through the work of the LDC staff and integrated therapies. It points out that prospective pupils are given an initial assessment to clarify that More House School can meet their educational needs during the Admissions process. There is also a policy for Differentiation and one for Individual Learning Plans. The Disabilities policy is on the website under 'Information' and is kept updated in line with current legislation.
- ii. Support for policy from the SMT: The Director of Assessment and Therapy and the Head of LDC are members of the SMT. Meetings are frequent. The Director of Assessment and Therapy is a member of the Core Leadership group alongside the Headmaster, his deputies and the Bursar. The extended SMT comprises of the Head of LDC, the Director of Staff Training and Development, the Director of Pupil Progress, the Director of Extra-Curricular Education, The Head of Sixth Form, the Head of Junior Years, The Mental Health Lead, and the Director of Personal Development Education.
- iii. Support for policy from Governors: One governor has served as SENCo at a different independent school and has expertise in implementing provision. There is good interest in the needs of the pupils throughout the Governing body.
- iv. Admissions Policy/Selection criteria: the Admissions process in place acts to elicit sufficient information to inform whether the school is likely to effectively meet the educational and social needs of the prospective pupil. To do this the process, as outlined on the website, is put in place with information gathering, discussions and a brief visit is set up.
- v. Identification and Assessment: Pupil needs are identified during intake and kept updated. The Assessment for Learning Policy shows how assessment is an integral part of teaching and learning. Staff provide constructive feedback when assessing work to encourage pupils to become reflective learners. Self and peer-assessment is also used. Assessment helps inform planning for future learning. Progress is monitored half-termly and this enables parents and pupils to be kept informed of progress. A well-documented levels system is commonly followed for homework, behaviour and effort ranging through 'exemplary', 'good' to 'unsatisfactory' and support given accordingly.

Criterion 4

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

All boys have a visual timetable, which is colour-coded according to subject, facilitating prompt attendance at each lesson.  
 Form groups meet with their tutor at the start and end of each day to plan for the day, to monitor homework assignments, to follow up on concerns swiftly and to celebrate rewards; this is particularly supportive for those with organisation and language processing difficulties.  
 A register is taken in each lesson from which the teacher can see the pupil's diagnosis and his weekly challenge, in order to monitor his progress in each lesson and differentiate the content of the lesson appropriately.  
 Those with a diagnosis of dyslexia will be given extra opportunities to read in class; boarding staff will read with boys in the evening. English teachers spend one lesson a week in the library promoting reading.  
 The school obtains for each pupil as many concessions as possible for public examinations, which are assessed by the Head of the Learning Development Centre.

**Consultant's comments**

The school day is carefully structured to address the difficulties which the pupils have in common, with form tutors playing a vital role in the established daily routine.

- e) Number of statemented / EHCP pupils: EHCPs 253 currently, but at least 12 more in the pipeline.

**Consultant's comments**

Over 50% pupils have an EHCP and the number is increasing. A wide range of therapies is available at the school to serve the needs of all pupils, including those on EHCPs. All pupils have an Annual Review whether they have an EHCP or not. Pupils join in the Annual Review meetings giving their thoughts and ideas.

Independent Schools only

- f) Types of statemented / EHCP needs accepted:  
 Average range of cognition. Dyslexia; Developmental Coordination Disorder; Autistic Spectrum Disorder; Attention Deficit (Hyperactivity) Disorder; Developmental Language Disorder, Social Communication difficulties. Most pupils have complex co-morbid difficulties.

**Consultant's comments**

Staffing is generous and staff are well informed of the complex nature of needs amongst the intake.

**3. Identification and Assessment**

Criterion 1  
 DSP &  
 SPS 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:

The Admissions Team start with an in-depth phone conversation with parents, following which all reports are submitted by parents, including EP assessments and reports and other professional, school and medical reports. Having scrutinised these reports, parents of possible suitable candidates are invited to the school for a frank discussion with the Headmaster. The boy is then invited for a visit to the school, between 1 and 3 days, to experience the school environment. Teachers and therapists informally assess his needs to ensure that suitable candidates are able to manage the school's curriculum and social interaction.

#### Consultant's comments

The Admissions process takes every care to ensure that the potential pupil will settle and be able to gain from the placement. All relevant documentation is collected along with any EHCPs if issued. If boarding, the pupil would be invited to stay overnight as part of the process along with any day visits that are arranged at this stage.

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

Through EP assessments, Literacy tutor assessments and evaluation, LASS assessment annually.

#### Consultant's comments

Assessment is ongoing and comprehensive.

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

There are 5 literacy tutors who are qualified to Level 7 who are able to undertake full literacy assessments. If further assessment is required parents are advised to access the services of an independent EP. SALT and OT assessments can be undertaken by the team of in-house therapists. The LASS assessment is delivered on entry to the school and then annually. OTs and SALTs do a screening assessment on each new boy.

#### Consultant's comments

Assessment informs teaching and is part of the daily routine. Where more specific identification of needs is required, experienced qualified staff are able to carry out the relevant testing.

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## 4. Teaching and Learning

4. a) How is the week organised?

The school follows a nine-day timetable, during which pupils follow a traditional programme of learning, organised in six, one-hour teaching slots with travel time between each. Every alternate Friday, called 'Flexi-Friday', each year group takes one subject for the whole day on a rota. Year groups 4-8 are allocated 1 hour per day in the Learning Development Centre, Years 9-11 are allocated 5 hours per fortnight.

There is a wide range of extra-curricular activities available to both day boys and boarders at the end of the school day.

#### Consultant's comments

The timetable has an inbuilt flexibility thus giving invaluable teaching and learning opportunities to cater for the differing needs presented by the pupils.

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

Therapeutic provision/ literacy tuition is given daily in the LDC as part of each boy's timetable. There is no withdrawal from lessons. A considerable number of day pupils elect to attend supervised prep sessions during 'Activity Time' and can thus receive direct support from teaching staff. Boarders undertake their prep in the evenings under supervision. Homework, like all study, is differentiated. Parents can access details of homework tasks online from the parents' section of the school database and are encouraged to use the homework diary to share useful information about their child's progress with the form tutor. There are several online programmes on the database to support homework, such as GCSEpod, Moodle, MyMaths, Seneca. LDC staff use Nessy and Wordshark when necessary.

Criterion  
3 & 4

#### Consultant's comments

Each pupil has an individual timetable and is given opportunities to complete homework with staff and take part in all on offer. The advantage at More House School is that no pupil is withdrawn from a lesson for therapy sessions or a support lesson which many would have experienced prior to intake.

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

All lessons are prepared, differentiated and delivered to meet the individual needs of the pupils. Teaching is multi-sensory. There is an emphasis on language skills and key words. Pupils are able to show their understanding and knowledge in a variety of ways other than written tasks, such as oral feedback, visual posters, diagrams etc. Teachers ensure understanding of topics through careful questioning and frequent revision.

Specialist literacy tuition is delivered in the Learning Development Centre by BDA qualified tutors in small groups. Boys are grouped according to level of need. Further support is given through Speech and Language Therapy and Occupational Therapy to address the complex needs of the boys. Some also receive numeracy support.

#### Consultant's comments

The following lessons or part lessons were observed during the visit:

- Curriculum: two Year 9 English, a Year 11 English and Year 9 Photography
- LDC and Therapy lessons: two Year 4/5/6 LDC, two Year 8 LDC, an OT and a SaLT lesson.

The lessons were meticulously planned and engagingly delivered: an example of planning for pupil needs offered was a 'Class Mapping Tool' for Year 11 English and showed in detail individual student diagnoses along with their 'Strengths' and 'Barriers to Learning'.

Support for language processing and sequencing of ideas was seen across the lessons observed. Seating was well arranged and light levels well catered for, thus contributing to the calm working environments. Bags and equipment were stored neatly and could not easily cause distractions or danger when moving around. The pupils in the Photography lesson worked in small groups and were able to demonstrate their understanding of the clear instructions given to them when embarking on a task to measure shutter speed.

The groups were small in the LDC and lessons by the therapists. The enjoyment expressed by pupils at their achievements was quite evident. Pupil learning was moved on during the lessons observed and individual needs were seen to be catered for.

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

Individual coloured timetables.

Each boy has a personal profile of needs on entry to the school. All teachers can access this through the school's database.

All boys have an annual review during which targets for the year are set.

Each boy has a mentor with whom he meets weekly to discuss and set a 'weekly challenge'. This is monitored by the teachers in each lesson, so that progress is made and measured in small steps, working towards achievement of the annual targets. In this way all teachers take equal responsibility for the development of learning skills.

Twice a week staff meet to discuss the strengths and weaknesses of an individual boy selected by any member of staff, at the end of which 3-4 short-term targets are set and monitored by teachers. When the targets are

reached progress is discussed by the relevant teachers.

Please indicate **two examples** enclosed

Info.  
rec'd

#### Consultant's comments

Two examples of Pupil Learning Plans were studied: Pupil profiles were provided for a privately funded Year 7 pupil with a diagnosis of SpLD and a Year 9 boy on an EHCP with diagnoses of ADHD/ ODD/ Tics/ Anxiety and Dyslexia. Areas of difficulty within Cognition and Learning/ Speech and Language/ Physical and Sensory/ and ESMH were detailed for each and provide documentation for the ILPs. They are accessed on the shared staff drive. Two half-termly progress tracking charts were provided for each, along with individual timetables and end of term reports which gave information on the 'Learning opportunities experienced/ Achievement and future opportunities' for curriculum subjects/ Project work/ Literacy skills/ Therapies/ Mentoring information on target setting and progress/ Form Tutor's observations and the Headmaster's overview. The comprehensive range of recording for each pupil gives a good insight into their specific needs, progress and development across the curriculum.

#### e) Records and record keeping:

Progress is tracked through a detailed evaluation of skills' attainment. In Years 4-9 teachers mark the achievement of skills as the pupil masters each stage of his learning in all subjects. In addition, parents are sent half termly grades measuring achievement, effort and homework. In Years 9-11 progress is graded half termly, measuring target grade, attainment, effort, behaviour and homework.

The Behaviour for Learning programme of rewards and sanctions are all recorded. All records are kept on the database. Therapists record content of all sessions, as required by the HCPC.

#### Consultant's comments

Record keeping is detailed and useful. Parents are kept informed of progress on a regular basis.

Criterion 3

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

The history and provision for two pupils was examined and discussed. The data for one boy, now in the Upper Sixth, showed his development from intake at 9y1m, whereas the second pupil, a Year 6 boy, had joined the school in 2017. The case studies had notes from their initial investigations during the admissions process, through periodic LASS testing profiles, pupil profiles for staff taken from extensive documentation by outside agencies, through to detailed progress reporting and personal provision. There was a good use of original documentation being used to guide provision.

Criterion 3

#### g) Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	30	30	97.5%		
SpLD Pupils	11	11	97.5%		

GCSE	No. of pupils inc'd in the Year 11	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G

	timetable, regardless of age	Grade 9 - 4	Grade 9 - 4	Grade 9 - 1
Whole School	63	72%	48%	
SpLD Pupils	25			

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

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

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

N/A

[Consultant's comments](#)

The results are very favourable as the school has SPS status and are consistent with previous data. SpLD pupils are itemised for the form and there are over 50% of pupils on EHCPs presenting a complex of learning needs.

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

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

Resources are used in all lessons and therapy sessions. Many of the resources are designed by the staff, through on-line activities, visual and kinaesthetic activities, games, electronic equipment etc.

[Consultant's comments](#)

Many resources were observed to be in use during the visit and the rooms were seen to be very well-equipped. Some pupils for example were using a Smart Chute made by older pupils for an LDC lesson on phonics, pupils used Roll 'n' Write in an OT lesson to aid their work on letter formation and one boy was using a reading pen in a group SaLT group for work on identifying topic sentences to help develop the skills needed for summarisation of text.

- Criterion 5.2 b) ICT:

There are 4 general ICT suites as well as those in different departments, including Science, Music, Engineering, Photography and Media. They are networked around the site for children and staff to use. ICT and Computer Science is taught both at GCSE and A level and through the ECDL programme.

There are banks of laptops in the English department and Learning Development Centre. Boys may bring their own laptops when they are able to take responsibility for them.

Reading pens have been introduced in English and LDC lessons as an aid and in preparation for exams.

All pupils are encouraged to develop efficient typing skills.  
The Sixth Form have their own building with ICT provision.  
The new library has many resources from computers to audio books and programmes.  
Boys from Year 9 up are encouraged to use their phones in the classroom for academic requirements only.  
Staff and pupils use Office 365 and the associated apps.

#### Consultant's comments

The ICT provision is up to date and most comprehensive. It was seen in use across the school throughout the visit. One younger boy explained his Stop Motion work using the 'I Can Animate' v2 app through an external camera linked to his computer. The older pupils were making good use of ICT for research work.

The school also has an E-Safety policy designed to protect the pupils when interacting with electronic communications.

Criterion 5.3

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

All boys are assessed at the start of Y10 and Y12 for the following access arrangements: 25% extra time; reader, computer reader, reading pen, scribe, word processor (with or without spell-check enabled), prompt, supervised rest breaks. Almost all students are eligible for one or more concessions.

#### Consultant's comments

A good range of Access Arrangements is tested for and in place. It is checked externally. Parents and pupils are kept informed of their personal arrangements.

Criterion 5.4

- d) Library:

The new library is now open and is manned by two librarians, who spend time advising students on suitable materials. They offer a much broader range of literature for all students, ranging from picture books and graphic novels to Shakespeare texts and reference books. Included in the library is careers information, magazines, access to e-books, kindles etc.

Staff are also able to use the available resources.

Boys may choose to spend time in the library at break times for reading, study or research.

Weekly English lessons take place in the library.

#### Consultant's comments

The Library presents as a spacious, well-organised, stimulating and calm place. It is well used throughout the day, both individually and for library lessons. There are stimulating displays, notices of challenges and competitions, appropriate ranges of magazines to stimulate interest, and eye-catching presentations of theme related books to engage the readers. The two librarians were approachable and helpful. It is a well-resourced quiet place to read, listen to audio books or work on screen. English lessons are timetabled in the Library throughout the week.

## 6. Details of Learning Support Provision

SPS 6.2

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

The Learning Development Centre is central to the school.

There is no withdrawal from lessons as LDC provision is part of the timetable. LDC staff are: 8 BDA qualified literacy tutors; 11 SALTs (2 with BDA qualifications); 5 OTs (1 with BDA qualifications); 1 numeracy tutor.

Teachers and LDC staff meet twice weekly at staff briefing.  
Therapists attend lessons when requested and strategies are often discussed between teaching and therapy staff.  
Some therapists are form tutors.

#### Consultant's comments

The work of the Learning Development Centre is fully integrated into the whole school. Many LDC staff are also form tutors and mentors. They are available to offer support to both teachers and parent/carers. They regularly contribute to INSET workshops and lectures in the wider community. More House School offers 'Spotlight Training Sessions' to the wider community through LDC staff as part of their charitable status. For example, recently offered was 'Language and Learning in the Primary Classroom: Strategies adapted from therapy to use with the whole class'. LDC staff are well qualified to deliver their expertise within and outside school. As LDC provision is part of the timetable, pupils do not lose any vital learning opportunities which could be missed on a withdrawal system. Teaching staff greatly value LDC input and discussion over pupils between them is ongoing. A SaLTs meeting was briefly visited and provision for a variety of pupils discussed.

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

The LDC is overseen by the Director of Assessment and Therapy. The department is managed by the Head of LDC, who is an OT and literacy tutor. Her Deputy is a SALT and literacy tutor. There is a Head of Literacy and a deputy who specialises in the Junior years. Each year group 4-8 has access to an hour a day of therapeutic input. Depending on the needs of the child he will attend the LDC for between 2 and 4 hours per week. Since all boys have complex needs the 1-hour lesson is divided into sessions of 30 minutes' duration, so that more than one discipline is taught. They are delivered in small groups of average 4 boys. From Year 9-11 the sessions are of an hour's duration amounting to 5 hours over the fortnight.

#### Consultant's comments

LDC timetabling is thoughtfully organised allowing each pupil access to the support they need.

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

The Director of Assessment and Therapy is a member of the Core Leadership Team.  
The Head of LDC is a member of the Senior Management Team. She liaises with Deputy Head –Curriculum and HoDs about suitable programmes of study, their delivery and differentiation.  
The Head of LDC attends the weekly HoDs meeting.  
There is a comprehensive training programme for all new staff throughout the year and 8 days of INSET training, part of which is always delivered by the Director of Assessment and Therapy. These programmes ensure that new and existing staff are kept up to date with new developments.

#### Consultant's comments

The curricula at More House School are designed through schemes of work aiming 'to motivate, inspire and challenge the pupils, giving them a sense of purpose and opportunities to succeed'. The Junior School – Years 4-6 and Middle School – Years 7-8 both have a wide range of subjects on offer. GCSE/BTEC subjects are offered in the Senior School and the Sixth Form offers GCE A-Level/ BTEC Level 3/ and the Extended Project Qualification

(EPQ). As the Director of Assessment and Learning and the Head of LDC both serve on the SMTs, their views form an invaluable and well-informed part of the input into the curricula designs and methods of delivery.

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

Info.  
rec'd

## 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 LDC staff include Literacy Tutors/ SaLTs/ OTs/ and a Numeracy Tutor. There are currently 28 members of LDC staff. They all have specialist qualifications.

- SPS 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)?

All literacy tutors have suitable qualifications as above.  
All English teachers have QTS and some have additional certificates or diplomas.  
All teachers are regularly trained to meet the needs of dyslexic students.  
Most English teachers have been at the school for at least 5 years.

### Consultant's comments

The teachers of English are well qualified and experienced. Two have additional qualifications in the teaching of SpLD pupils. All teaching staff receive regular INSET training inputs on meeting the needs of SpLD pupils and the range of learning difficulties seen in this SPS school.

- 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?

Yes, this was evident throughout the visit in discussions with staff and lesson observations.

## 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.

## To be advised

For completion by consultants only: Parent Contacts:

Parental feedback was positive and detailed. Seven parents expressed their views and all showed great enthusiasm for the way that learning is individualised at the school: one parent reported that specific individual timetabling really helps as her son 'is not taken out of lessons to work in small groups, but that these are built into his timetable around the core subjects'. Parents were pleased that staff tailored their teaching to every student's individual needs. Parental comments included: 'this has made an enormous difference to our son', and 'staff adapting their teaching accordingly is just one of More House's huge strengths'. Also that the effect of the individualised approach has a wider reach: 'The result of this fantastic and highly tailored package is that my son's attendance is now at the highest it has ever been' for a pupil who had previously found school 'very traumatic and had become a school refuser'.

They regarded that, along with teaching to individualised need, the school provides consistent emotional support which boosts self-esteem.

An area that impressed parents is the half-termly progress reviews ('the progress reviews are unlike anything I have experienced before and most impressive'), annual reviews and parent-teacher meetings which are frequent enough to be useful. Annual reviews came in for much praise, especially highlighted was the role played by their sons who are put at the focus of these meetings.

Parents also reported the value of the positive praise, guidance and support given: 'For us the best things about the school are the good academic achievements combined with excellent pastoral care. The two combined are working well for our son as he is challenged, supported and his views count'. Summing up the parents views that their sons' individual natures are well recognised and addressed, one parent said that 'I strongly feel that the school has more than supported my son's needs and I am delighted with his progress to date', another that 'my son is challenged and supported and his views count' and finally that staff 'are inventive and think outside the box, and that's exactly what our dyslexic son needs'.

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

A group of six boys met to discuss their views on the school. They were selected on the day, one from each year group for Years 5-10.

They listened to each other with interest and a discussion was able to take place. Each was positive about their experience of the school and some talked briefly but negatively of their previous experiences.

They liked the wide range of subjects on offer, the encouragement given by staff and showed good self-awareness of any issues with their learning. They were positive about the future and felt that it was an exciting place to learn.

## 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	SPS
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	√
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.	√

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## Report Summary

Summary of Report including whether acceptance is recommended:

I fully recommend that More House School continues to be registered in the SPS category with CReSTeD. Teaching and learning are very sound and meeting the social and emotional needs of the pupils continues to be a high priority. The extensive mainstream curriculum and support sessions are successfully timetabled for individual needs. Staff are energetic and the pupils were seen to respond well to them. The school was recently judged as 'Outstanding' by Ofsted and it is very evident to see why when visiting.

The school aims to continually move forward embracing new ideas to advance the provision for the pupils and SEND work in the wider community. A new 6<sup>th</sup> Form Centre, 'Crosslanes', was opened last year and houses an LDC drop-in support service for the sixth formers.

The school runs conferences and training for local schools to help enhance the provision for SEND pupils beyond its doors. It is a popular day and boarding boys school set in the Surrey countryside with a commitment towards ensuring that the pupils achieve highly and develop as individuals.