



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator  
CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR  
Email: admin@crested.org.uk

### Registration / Re-registration Application Form Category SPS – Specialist Provision

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 is *indicated in red* within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

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

Name of person completing form: Tanya Moran  
Tel: 02037505526  
Email: tanya.moran@abingdonhouseschool.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:   
Tel:   
Email:

Date of visit: 22<sup>nd</sup> February 2023  
Name of Consultant(s): Carol Hodgson

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

## School Details

Name of school:	Abingdon House School		
Address of school:	Broadley Terrace, London, NW1 6LG / 24 Elvaston Place SW7 5NL		
Telephone:	02037505526/ 02037505527	Fax:	
Email:	office@abingdonhouseschool.co.uk		
Website:	https://www.abingdonhouseschool.co.uk/		

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

Name:	Tanya Moran
Title (e.g. Principal):	Headteacher
Head/Principal's telephone number if different from above:	
Qualifications:	BSc (Honours), Bachelor of Education, Level 5 Certificate in Understanding Autism, NPQEL (in progress)
Awarding body:	Queen's University Canada, Canterbury Christchurch University, Best Practice Network

## Consultant's comments

Ms Moran took over leadership of the school in 2018 and has overseen an impressive period of expansion. In September 2018 Key Stage 4 opened with the age range expanding to 19 from September 2019. The school is at full capacity with an extensive waiting list, leading to the opening of a separate Prep School in September 2022, which with phased growth will lead to full capacity of 180 across both sites. Ms Moran's enthusiasm, dedication and vision has ensured the success of the school. Careful succession planning will result in a restructuring of the leadership in September 2023, with Ms Moran becoming the Executive Principal and a new Headteacher appointed for the Senior and Prep School. Ms Moran will remain fully accountable for the strategic development and quality of provision across both schools with the new Headteacher focussing on implementing the day-to-day business.

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

Name:	Susannah Harris
Title (e.g. SENCO):	Head of SEN
Telephone number if different from above:	
Qualifications:	BSc (Hons), PGCE, OCR Level 5 Diploma in Teaching Learners with Specific Learning Difficulties (Dyslexia)
Awarding body:	OCR

## Consultant's comments

Ms Harris is a highly experienced professional holding appropriate qualifications.

## 1. Background and General Information

1 a)	Dep't of Education Registration No.:	213/6405			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	86	35	7-19
		Girls:	32	13	7-19
	Boarding:	Boys:	0	0	
		Girls:	0	0	
	Overall total:		118	48	

### Consultant's comments

Numbers have increased by almost 100% since the last CReSTeD visit, with numbers of SpLD pupils increasing by more than 100%.

c) Class sizes – mainstream: Based on 10

### Consultant's comments

Some classes observed had less than 10 pupils and all classes were supported by at least one teaching assistant.

d) Class sizes – learning support: 1:1, paired, small group

### Consultant's comments

The school is careful to ensure that small groups reflect the needs of the individuals involved.

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

The ISI report from January 2022 is very complementary of the school in all areas. With regard to the pupils' personal development it states 'Pupils regain or discover self-confidence and self-esteem as a result of joining the school....Because their present school understands the personal emotional impact of having special educational needs insufficiently met and has the expertise to address this, pupils flourish following admission....The pupils trust staff, knowing they are there to support and challenge them in a consistently kind and encouraging manner.'

Independent Schools only

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

### Consultant's comments

The school is part of the wider group of Cavendish schools and as such benefits from support with dyslexia, autism and other SpLD.

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). copy enclosed

or provide link to view reports via the internet

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

or provide link to view reports via the internet

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), copy enclosed

or provide link to view information via the internet

Consultant's comments

The prospectus is available to download and contains information a prospective parent would need to make an informed decision about the school. Similarly, the website provides comprehensive information including policy documents, recent inspection reports and a staff list.

Fees are £14,450 per term which includes all therapies and support such as SLT and OT and physiotherapy. There are additional charges for breakfast, individual music tuition, after school clubs, school trips and uniform.

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

Criteria  
1 & 2

2 a) Aims and philosophy of the whole school

At Abingdon House School, our mission is to equip every student, regardless of learning style, with the academic and personal skills they need to fulfil their potential and achieve independence beyond our doors. We feel passionately that every student is entitled to an aspirational, nurturing, and inspiring learning environment, with teaching tailored to how they learn best.

Abingdon House School provides a mainstream style education with a specialist teaching and integrated therapy approach, in a supportive and collaborative school community. We remove the barriers and limitations that are all too often placed on students, particularly those with special educational needs, while fostering an enjoyment of learning where creativity and individualism are celebrated.

We understand that the surest route for every student to a rewarding and successful school experience is a sense of personal achievement. In providing this, we can help our students build the confidence, skills, knowledge and ultimately the self-belief necessary to become happy and productive global citizens.

The school provides a warm, nurturing environment in which the specific individual learning needs of our pupils are addressed through a multidisciplinary approach.

We provide an integrated, whole-school approach to meeting the needs of pupils with unique learning profiles. Here at Abingdon House our environment is based on understanding a child's individual needs, nurturing their academic and social development, and caring for their wellbeing.

We aim to prepare our students for success by:

- Having high expectations and aspirations for all, putting the students at the centre of their learning;
- Ensuring a low staff to student ratio and small class sizes with trained teaching assistants, therapists and teachers using a range of strategies and therapeutic interventions;
- Providing our staff with a thorough and comprehensive programme of continual professional development
- Providing a combination of class, group and individual lessons with therapy integrated into the school day, including access at lunch and break times;
- Providing access to Speech and Language Therapy, Occupational Therapy and Physiotherapy on a need-led basis, using a variety of approaches to meet students' needs;
- Developing, monitoring and implementing an IEP (Individual Education Plan) for each pupil, including targets and strategies to support;
- Fostering strong home school relationships, including thorough cycle of reporting through parent teacher meetings, progress reports and IEPs.

- Monitoring progress through a rigorous system of assessment and tracking;
- Implementing a consistent system of positive behaviour support;
- Placing special emphasis on the development of literacy and numeracy, social skills, language and communication and coordination, sequencing and movement and overall personal development;
- Celebrating diversity and delivering extensive PSHE, Citizenship, Wellbeing and Enrichment Lessons alongside regular special events;
- Providing a broad range of opportunities for education outside the classroom;
- Having a wide and diverse range of qualifications on offer at Key Stage 4.

Consultant's comments

This comprehensive statement of the philosophy of the school aptly sums up the support and care the students receive at Abingdon House. This provision was praised by ISI inspectors. Management and staff have worked hard to create a holistically supportive and therapeutic environment scaffolded by an effective infrastructure of systems, processes, policies, and training which ensures pupils with a wide variety of SpLD and comorbidities, feel safe and able to learn.

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. <b>Policy for SEN/SpLD</b>                             | enclosed |
| ii. <b>Support for policy from Senior Management Team</b> | enclosed |
| iii. <b>Support for policy from governors</b>             | enclosed |
| iv. <b>Admissions Policy/Selection Criteria</b>           | enclosed |
| v. <b>Identification and assessment</b>                   | enclosed |

Consultant's comments

Criterion 4

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

Universal, Targeted and Specialist support for all students, IEPs for every student, termly multi-disciplinary team class conferences and collaborative IEP meetings, integrated therapy approach, LSA in every classroom, laptops for every student (including assistive technology), data projectors in every teaching space, intensive staff training including funded SEND and Autism qualifications, strong multi-sensory teaching, 1:1 and small group therapy, Daily academic intervention lessons, Wellbeing and Enrichment programmes, Life Skills and Social Skills classes, CBT and Drawing and Talking Therapy, sensory circuits, movement breaks, sensory room, small groups for teaching, accelerated reader programme, classroom set up overseen and reviewed by OT and PT, new tracking and assessing programme for academic and personal development, access arrangements for testing and exams, strong behavioural support (positive behavioural support) including Zones of Regulation, Size of the Problem, rewards and behavioural support plans, daily academic intervention lessons.  
Participation in Dekko Comics CPD pilot programme providing extensive training and resources to support SpLD.

**Consultant's comments**

Abingdon House has an extremely flexible approach to providing for the needs of individuals. Staff are very well trained with CPD opportunities funded by the school and there are wide variety of therapies available to fully support the needs of children with SpLD and/or other learning difficulties. The curriculum has been carefully considered and designed so that students are well prepared for their futures. The school are aware that strengths are not always academic and provide opportunities within the school day for students to experience a wide variety of enrichment opportunities ensuring that success can be achieved by all.

e) Number of statemented / EHCP pupils: 108

**Consultant's comments**

A high percentage of the school population has an EHCP and the school works with many Local Authorities. The fact that so many pupils are funded reflects the high regard for the provision the school makes.

Independent Schools only

f) Types of statemented / EHCP needs accepted:

Specific learning difficulties, ADD/ADHD, autistic spectrum condition, social communication difficulties and other associated needs. Most students would have a co-morbid diagnosis.

**Consultant's comments**

Abingdon House has the staff and resources to ensure that they can meet the needs of children with a range of SPLD and co-morbidities.

**3. Identification and Assessment**

Criterion 1  
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:

Thorough admissions process including:

- all professionals reports submitted and reviewed by Admissions Team: EHCPs, Ed Psych reports, Therapy Reports, School Reports
- Two day acquaint day where child participates in the school day with appropriate class, observations and reports by teachers, therapists and SENCo
- Additional individualised assessments may occur if areas of concern are identified (literacy, numeracy, SALT, OT, PT)

#### Consultant's comments

There is a thorough admissions process which ensures that the needs of pupils are understood before they enter the school. Pupils come to the school generally with fully documented needs and in conjunction with the two-day observation period, staff are able to assess whether their needs can be met by the school. There is a clear process for the identification of any further need once the pupil is in school and the expertise of staff ensures that difficulties are swiftly identified.

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

See Core Provision Document

#### Consultant's comments

Abingdon House is experienced in providing a wide range of strategies and resources to support pupils identified as at risk of SpLD.

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

The majority of students coming to AHS have EHC plans or Educational Psychology reports There is continual monitoring and assessing of every child by teachers and therapists. Progress reviewed termly through IEP reviews and class conferences. SaLT, OT and Physio assessments can occur on site. We have a database of external professionals available for referral when required.

#### Consultant's comments

This Consultant is confident that the appropriate professionals will be approached if it is necessary for a full assessment to be obtained.

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## 4. Teaching and Learning

- 4 a) How is the week organised?

The timetable runs Monday to Friday from 8.30am-3.30pm. The first lesson is minutes and is form time and wellbeing, and the next lesson is interventions.. There are 6 x 45 minute lessons that follow in the Senior School, with the Prep School having 30 minute lessons in the afternoon. Enrichment is built into the timetable so all can access the opportunities, and afterschool and holiday clubs are on offer. Life Skills, Social Skills and PSHE are taught weekly.

#### Consultant's comments

The timetable takes into consideration the need for sensory, and brain breaks; and wellbeing activities take place daily in form time. There are daily intervention lessons at the start of each day, making the most of when children are most alert. Similarly core lessons are timetabled in the mornings



for Prep school, with creative and active lessons in the afternoon. The timetable changes as the pupils move up the school recognising that they need to develop attention and focus. Extra lessons of English are taught across the schools to support literacy development. After school clubs run every night.

The timetable has been very carefully considered to maximise the educational and pastoral experiences of the pupils.

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

Curriculum designed around National Curriculum, adapted to meet the needs of our students. Subject specialists for core subjects lead on teaching at KS4. Literacy and numeracy embedded into all areas of the curriculum. Daily intervention lessons.

Regular timetabled meetings for planning and review of curriculum, assessment and SEND with teachers, therapists and teaching assistants. Direct SALT and OT support in core lessons weekly. Streaming for literacy and numeracy across the school. Bespoke teacher planners where daily lessons are recorded and reviewed to inform teaching. Study Skills lessons conducted weekly with Senior School students, which support the development of their learning skills for application across all areas. See enclosed policies.

Consultant's comments

Google classroom is used throughout the school enabling parents to understand and see what homework their children have and to provide help if necessary. The school endeavours to make homework appropriate and valuable and understands working at home can be hard. One parent commented that the school worked well with him to provide the type and amount of homework that was suitable for their child. Older pupils have access to study skills. There is a detailed Homework policy which shows the depth of consideration given to this aspect of learning.

Criterion  
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

As above.

Weekly meetings that alternate focus on planning and teaching and learning specific to each subject area. 2.15pm finish on Fridays at Prep School for joint planning and evaluation of student progress.

Weekly twilight training and extended inset days, focussed on different areas of SEND.

Cavendish SEND Advisor on site once a week, working directly with students, and providing training and consultation for staff.

Cavendish schools collaborations, to share best practice and expertise across the schools (includes staff workshops, training, school visits and observations, role specific meetings and joint planning).

Consultant's comments

The school curriculum is carefully designed to meet the needs of the students with additional English lessons to support literacy development, enrichment activities built in, benefitting those who cannot stay after school, and incorporates strong pastoral support. The Key Stage 4 curriculum considers the need to prepare pupils to be valuable members of society and provides a varied selection of examination subjects, playing to the strengths and abilities of the pupils. Literacy support is provided daily in timetabled

intervention lessons and is supported by expert therapeutic input when needed.

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

Each student has a comprehensive IEP with termly review.

Please indicate **two examples** enclosed

YES

Consultant's comments

IEPs are detailed and functional working documents incorporating detailed targets in the form of outcomes and the steps by which these outcomes can be achieved. Colour coding of each area of focus make the documents more easily readable and accessible. They include pupil voice and parent views and are a clear record of the progress and aims of the pupil. One Parent commented that they appreciated the colour coding which clarified the document and felt that this was a much more useful document than her child's previous school had produced.

e) Records and record keeping:

See Assessment, Recording and Reporting policy.

Consultant's comments

The school has a comprehensive system for assessing, recording, and reporting. Using the FROG system to record continuous assessment the school can report in detail on the progress of individuals. In addition, the school is looking at developing strategies for tracking and assessing wellbeing and mental health. Therapists regularly assess their areas and there is a very detailed system for recording literacy assessment and achievement overseen by the Head of SEN. There is therefore a wealth of information available to inform teaching and provide the accurate and detailed reporting of progress required for parents and for Annual EHCP reviews.

Criterion 3

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

Well kept records provide a clear picture of the extent of provision provided and the effect of the provision over time. Records are highly individualised and reflect the input of a variety of professionals.

Criterion 3

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

See 2021/22 Academic Report (tables below are not applicable)

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

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

In Key Stages 4 and post 16, we use schemes of work based on Entry Level, Functional Skills, BTEC, GCSE qualifications and Arts Award for the following subjects:

English (FS and GCSE)

Maths (FS and GCSE)

Science

IT (Entry Level, Level 1 and Level 2)

Arts Award (Trinity Bronze, Silver and Gold)

ASDAN COPE / AOPE / Discover Awards

PE (Level 1)

Optional BTEC Qualifications

In the Upper Senior School and College students have the opportunity in their timetable to choose from the following BTEC qualification units.

Applied Science

Home Cooking Skills

Hospitality

IT

Personal Growth and Well Being

Art & Design

Pre-Vocational Studies

Other Awards:

Wheel of Independence

LAMDA

Music Exams

Young Enterprise

[Consultant's comments](#)

Careful consideration has been given to providing a range of examination subjects which will be of value to the pupils and improve their employability.

These are also subject which reflect the abilities and interests of the pupils, enabling them to achieve success and enjoyment from their Key Stage 4 curriculum.

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

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

Small classes with TA support

- Classroom desks, tables and chairs assessed by OT and PT and adjusted for individual needs
- Specialist equipment available for use on individual needs basis
- Sensory equipment in use in classroom
- Sensory circuits and movement breaks
- sensory room
- specialist rooms for therapy
- laptops for all students with multi media assistive technology
- broad, balanced and adapted curriculum to cater to individual need
- in house development of resources and training
- Daily intervention lessons
- Accelerated Reader programme
- Dekko comics

Consultant's comments

These are all appropriate resources to support SpLD pupils and reflect the wide range of therapies which are used. The school are trialling the Dekko Comics reading scheme and finding it a success with the pupils.

Criterion 5.2 b) ICT:

1:1 Chromebook for each student. A range of inbuilt accessibility features that students can choose to access on chromebooks include:

- Voice typing
- Screen Readers
- Large mouse cursor
- highlighted mouse cursor
- Zoom/magnifiers

Google Workspace For Education

Google Classroom

Read&Write Gold Accessibility features toolbar:

- Voice typing
- Screen Readers
- Coloured overlays

Mote voice marking

Reader Pens

Drawing Tablets

Typing Club touch typing programmes

Modified keyboards for touch typing sessions

Boom mic headsets for those specified for voice typing

ICT curriculum Entry Level, Level 1 and Level 2

Consultant's comments

Pupils commented that they found the ICT support available to be useful and helpful to them. Pupils are familiarised with the use of ICT support from Prep

Criterion 5.3	c) Details of access (special examination) arrangements requested and made for SpLD pupils:	school, ensuring they are able to make full use of the provisions as they get older.
		Access arrangements in place for all students (normal ways of working tracked and adapted). Access arrangements for Key Stage 4 qualifications in place in line with JCQ procedures and overseen by Cavendish Level 7 assessors, in collaboration with AHS multi-disciplinary team. See enclosed documents.
		<b>Consultant's comments</b>
		The school benefits from the Cavendish assessors and is able to provide the appropriate Access Arrangement based on a recorded history of the pupils' normal way of working.
Criterion 5.4	d) Library:	<p>Both sites have a dedicated library.</p> <p>Prep School: The library at the prep school has a variety of fiction and non-fiction texts that cover a range of levels and interests from picture books to young adult fiction including Barrington Stoke books that support our readers who have difficulty accessing other age appropriate texts. Books are categorised by level and colour coded in line with the accelerated reader program. 'Booksource Classroom' is used for students to check books in and out. For students still developing their reading, they follow the Read, Write, Inc. Phonics book scheme and those books are kept in the classroom. The library also has desks and chairs to allow for quiet reading or small group work sessions and interventions.</p> <p>Senior School: The library has a wide selection of fiction and nonfiction texts that cover a wide range of reading abilities. Books are labelled and categorised to ensure students and staff are able to find the correct level of book for their reading age and place in the school. There are also class sets of key texts for Accelerated Reading and classwork. The library also has desks and chairs to allow for quiet reading or small group work sessions. The library is used each day for quiet reading at break and lunch time.</p>
		<b>Consultant's comments</b>
		These are pleasant, well used rooms which provide a welcoming space to relax and work in. Texts are appropriate to age and to the wide range of reading abilities within the school.

## 6. Details of Learning Support Provision

SPS 6.2	6 a) Role of the Learning Support Department within the school:	As a specialist school, specialist support is embedded throughout. There is a Head of SEND and 5 other SENCos to support all staff. Close collaborations with Cavendish schools and support from Cavendish SEND advisor.
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#### Consultant's comments

It is indicative of the enthusiasm of the staff that there are 4 SENCOs supporting the Head of SEN and other teaching staff (so 5 in total). This system avoids 'overloading' which could otherwise be problematical in a school with many pupils with EHCPs. Regular meetings of therapists, teachers and support staff ensure there is very good communication around the provision for individuals.

- b) Organisation of the Learning Centre or equivalent:

As above

#### Consultant's comments

The whole school is the Learning Centre, comprising classrooms and therapy rooms. Classrooms reflect this in that they contain a variety of teaching aids and support materials for the pupils who use them. Adjustments to seating and desks are made for individual pupils and the equipment they need support their learning is available. Useful visual aids are displayed on the walls, such as Zones of Regulation. For those needing to avoid distraction there were cubicles available. This Consultant would like to see more examples of work displayed although is aware that too much information on the walls can have a detrimental effect on concentration. Every effort is made to provide the most effective learning environment for their pupils.

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

Yes.

#### Consultant's comments

The Head of SEN works closely with the Head Teacher as part of the SLT.

- 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

## 7. Staffing and Staff Development

- Criterion 7 7 a) Qualifications, date, awarding body and experience of all learning support staff:

Staff have a range of qualifications and experiences in supporting students with SEND. Close collaboration and oversight from trained staff within Cavendish Education and the associated schools. See staff qualification list.

#### Consultant's comments

The Headteacher confirmed the qualification of learning support staff which are appropriate for the teaching of SEND pupils.

SPS 7.3

- b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

Teachers employed at AHS all have experience working with students with SEND. For those who don't hold a qualification, funded qualifications are offered to all staff.

Due to the co-morbid nature of most of our students, we require a wide range of training and expertise on staff.

Staff attend external training on a regular basis, which then feeds into whole school training.

Qualified staff (teachers and therapists) deliver training at weekly twilight meetings and during our extensive inset days.

External consultants deliver training throughout the academic year, across a range of SEND.

We have the support of the SEND Advisor from Cavendish.

Hands on collaboration and shared training across Cavendish schools.

#### Consultant's comments

Staff have a very good range of qualification appropriate to teaching pupils with a variety of SpLD and co-morbidities. The school encourages staff to develop their skills and funds training courses, training days and has a good in-house training programme. In addition, teachers benefit from the support of a well-qualified Head of SEN and the expertise of the Cavendish SEND advisor who is in school on a weekly basis.

- 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?

Absolutely.

In all lessons this Consultant observed teachers and learning support staff using a wide range of strategies and techniques to aid learning effectively. Good use is made of interactive whiteboards which consistently showed the learning objectives of the lesson and to demonstrate sewing techniques in a pre-vocational lesson. Teachers were observed to use sensitive questioning techniques to encourage pupils to develop their ideas. Pupils were given choice as to how they contributed to the lesson with teachers asking for volunteers to read aloud and supporting pupils to succeed in this. A range of multi-sensory and kinaesthetic activities were observed, for example pupils singing the alphabet whilst arranging an alphabet arc on the floor and in a life skills class pupils had to identify objects in a feely bag. Several pupils had fiddle toys which appeared to assist their concentration, coloured reading rulers were in use and one teacher sensitively gave a child a fiddle toy without bringing his behaviour to the attention of the others in the class. This Consultant saw several examples of differentiation, allowing all pupils to access the same lesson but at a level suitable to their abilities. Teachers designed lessons to be made up of a variety of tasks which helped to keep pupils focussed and engaged. Chrome books were in constant use. The overall impression was that teachers and support staff know their pupils well and are very adept at supporting a variety of often complex needs. Lessons were well paced, interesting and designed to stretch the pupils.

## 8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

- Independent Schools only 8 a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of

the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Parents were unanimous in their praise for the difference Abingdon House School had made to their children and their children's experience of learning. In all cases their children were happy in school and could be seen to be making progress. Children's engagement with learning and willingness to go to school had improved, as well as behaviour and ability to socialise. Parents commented on improvements confidence, in ability to concentrate and to moderate their own behaviour. They felt that staff knew and understood their children as individuals and understood their needs. Communication with the school was reported as good and several mentioned the recent Parent/Teacher consultation day as being a valuable and rewarding experience. Parents also liked the option of having the opportunity to meet with teachers by video conference. The majority of parents praised the weekly newsletter, feeling it kept them in touch with what was going on in the school. One mentioned that being able to contribute with photographs of weekend activities helped their very shy child feel able to communicate with others in her class. Another felt that the information about therapies and techniques included at the end of the newsletter was very helpful. Parents also like the variety of ways in which the school celebrates success, through the newsletter and in awards ceremonies which happen weekly as well as termly Prizegiving. Parents liked being able to talk to the Headteachers when they drop their children off at school and said that teachers often take this opportunity to come out to talk to them if necessary. IEPs were felt to be thorough and reflect the needs of their children very specifically. One parent commented that Tanya Moran was 'a great leader and driving force to make things happen.' Parents were very happy that the school was planning to extend its provision.

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

Two groups of pupils were met with, one from the senior school and one from the prep school. Senior pupils had a choice as to whether to come and speak with me and five pupils did. They were unanimous in their praise of the school, in particular the teachers who they felt were supportive and taught them in ways they could understand. Several also mentioned being able to access the social side of school, something they had found difficult in their previous schools. One mentioned how she was more able to 'regulate herself' and understood better how to interact socially. They liked the small groups - 'Everyone's welcoming', and all could name several teachers they could turn to if they were having difficulties. Chrome books and the assistive technology they had access to was identified as being helpful, particularly during Covid. They could see themselves making progress and felt that this was also seen by their parents. The younger pupils really liked their enrichment activities and they too mentioned that they have gained friends in the school. One said, 'The teachers are nice', another 'It gets me to think'. They liked going to the park every day at lunchtime and they liked the food. All appeared happy at school.



<b>Head's / Principal's signature confirming accuracy of school's information (pre-visit):</b>		<b>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</b>	
<i>Tanya Moran</i>		<i>Tanya Moran</i>	
Date:	19/02/2023	Date:	07/03/2023

Please ensure:

- *Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.*
- *We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.*

### **Documents To Be Available On The Day Of The Consultant's Visit**

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years.
- 2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively, a document signed by the Principal certifying that the documents have been seen.
- 3) Department policy documents for Mathematics and English.
- 4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
- 5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

## Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

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

Criteria	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.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	✓
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. 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:

Under the dynamic leadership of Ms Moran and under the Cavendish group umbrella, Abingdon House School has gone from strength to strength since the last CReSTeD visit. The quality of provision for all children in the school is excellent. Staff are highly qualified, experienced, and empathetic, and the integrated therapy approach means that the pupils receive truly holistic support for their needs.

Record keeping, tracking and reporting are efficient and used effectively to ensure EHCP targets are addressed, and individuals make the progress they should. Education at Abingdon House is highly individualised.

Pupils enjoy school and the opportunities it provides. They leave very well prepared for the next stage in their lives.

Parents can see the sometimes 'dramatic' difference the school makes to their child.

Careful succession planning means that from September 2023 there should be a seamless transition when the new Headteacher Mr Vokes-Dudgeon takes over. Ms Moran will continue to be fully engaged with the school.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
✓	

### For Office Use Only

Category proposed:



SPS

Consultant's name(s):

Carol Hodgson

School information received proficiently:

Yes

Consultant's signature:		Chairman's signature:	
			
Date:	5.3.23	Date:	09/03/2023