



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 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)	NO	Category applied for (re-reg only)	DU
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Contact Details

Name of person completing form:

Ms Katriona Topps

Tel:

01474 825926

Email:

toppsk@cobhamhall.com

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:

Ms Topps

Tel:

01474 825926

Email:

toppsk@cobhamhall.com

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

Date of visit:

8th November 2023

Name of Consultant(s):

Anita Laws

School Details

Name of school: Cobham Hall School
Address of school: Gravesend, Kent DA12 3BL
Telephone: 01474 823371 Fax:
Email: enquiries@cobhamhall.com
Website: www.cobhamhall.com

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

Name: Mrs Wendy Barrett
Title (e.g. Principal): Headteacher
Head/Principal's telephone number if different from above:
Qualifications: BSc (Hons) Mathematics and Physics.
PGCE.
Awarding body: Holloway University, London, 1985
Canterbury Christchurch. 1993

Consultant's comments

The current Headteacher joined the staff of Cobham Hall almost 30 years ago. During this time, she has undertaken a variety of roles culminating in her appointment to the post of Head teacher four years ago. Throughout her years of service, she has seen and played a major role in implementing a number of changes to the life and work of the school which have both supported and developed the ethos and fundamental principles of the school; working to make Cobham Hall a special place to learn and build confidence and where unique individuals from across a wide range of abilities, social, cultural and linguist backgrounds live and work together and reflect the real world. The very recent creation of a co-educational sixth form has further underpinned this principle.

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

Name: Katriona Topps
Title (e.g. SENCO): Head of Student Support
Telephone number if different from above:
Qualifications: Level 5 Dip for Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy.
Dyslexia Awareness, Supporting Dyslexic Learners, Practical Solutions
Higher Level Literacy Skills. British Dyslexia Association. (BDA)
Certificate in Education and Training.
ILM Dip in Leadership and Management. .
TAQA Assessors' and Internal Verification Certificate
Dip HE Business Studies with Visual Communication Design
Awarding body: Gateway Qualifications 2024
British Dyslexia Association 2020
City and Guilds 2000.
Institute for Leadership and Management, 2008.
City and Guilds 2005
Northumberland University. 1983

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Consultant's comments

Mrs Topps is a recent addition to the staff at Cobham Hall who in a relatively short period of time has already gained the respect and trust of her colleagues both within the dyslexia unit and the wider school community. Her experience and knowledge of educational leadership and management has enabled her to build on the work of her predecessor to further develop the unit and extend its influence to provide a holistic approach to supporting pupils with a range of needs across the curriculum and beyond.

Mrs Topps is extremely well organised and has a good understanding of both neurodiversity, (through her current studies level 5 Diploma which is coming close to completion), and the curriculum as a result of her extensive experience in supporting learners.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	886/6044		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 02	0	16-18
		Girls: 95	42	11-18
	Boarding:	Boys: 04	0	16-18
		Girls: 29	05	11-18
	Overall total:	130	47	

Consultant's comments

The overall data demonstrates a decrease in overall numbers of pupils and boarders but shows a significant increase in the number of pupils with recognised specific learning difficulties. This reflects the non-selective nature of the school and its commitment to provide all pupils with an environment where there are no barriers to opportunity or achievement. In September 2023 the school opened its new co-educational sixth form hence boys are included in the data for the first time.

- c) Class sizes – mainstream: Maximum of 14. Usual is 8.

Consultant's comments

While the maximum class size is smaller than most schools, all classes observed were considerably smaller. This provides the opportunity for staff to get to know the specific interests and strengths as well as areas of development of their pupils. The atmosphere within lessons was warm, relaxed, yet purposeful and there an air of trust and respect between pupils and teachers and between peers which is highly conducive to learning.

- d) Class sizes – learning support: One-to-one or small groups of no more than three students.

Consultant's comments

Learning support lessons are highly individualised and are planned to support the work carried out within classes.

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

The school prides itself on its ethos and the welfare of all individuals. The school underwent an ISI Material Change Inspection in February 2022 as part of the process to assess the school's proposal to introduce male pupils sixth form.

According to the report;

'Scrutiny of the school's documentation confirms that principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, laws-abiding citizens. In discussions staff spoke of the respectful manner in which pupils converse with each other and with adults, indicating the good quality of relationships within the school.'

The report further identifies 'the strengths of the safeguarding team which works together to promote pupil's well-being.' It states that 'pupils reported

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Independent Schools only	f)	Current membership (e.g. HMC, ISA etc.):	Round Square School, Girls School Association, Boarding School Association. The school is part of the Mill Hill Education Group.
		Consultant's comments	that there are many opportunities to raise concerns and that they feel they are listened to by staff. Overall, the standards for welfare, health & safety of pupils were met. During the visit through both observation and discussion with staff and pupils all comments made in the report were fully concurred with.

The school has a number of memberships.

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	Y
	or provide link to view reports via the internet	Copy enclosed
ii.	Recent Inspection reports , please indicate copy enclosed	Y
	or provide link to view reports via the internet	Copy enclosed
iii.	Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed	Y
	or provide link to view information via the internet	Copy enclosed. Also available on the school website. https://www.cobhamhall.com/

Consultant's comments

All documentation was provided well in advance of the visit. The contents of such is extremely clear and serves to provide up to date and helpful information to both parents and pupils.

School fees are easily found within the 'Welcome' section of the website and include termly costs for both day and boarding students, although the costs for additional support is more difficult to find.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2	2. a)	Aims and philosophy of the whole school
		Cobham Hall is a non-selective, international day and boarding school for girls aged 11-18 and for boys aged 16-18. The move into co-education has been in place since 2022.
		The school offers a breadth of (I)GCSE and A level qualifications. Class sizes at (I)GCSE are on average 8 and at A level no more than 6 students. The school's ethos is 'there is more in you than you think'. It is a maxim we instil in our students throughout their school career. Our principal aims are to

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provide each of our students with the academic knowledge they need to flourish, and also to inspire them to find their own path in life.

We support students to develop the confidence they need to pursue their goals; to recognise their talents and to transfer and apply their skills into the classroom setting and beyond through co-curricular activities.

We consider learning difficulties as learning differences with students actively encouraged to be involved in the learning process through regular individual tutorials and the setting of goals and targets so that students can have a say and see for themselves the progress they are making.

We consider the education of our students to be a collaborative journey with parents and other stakeholders very much involved in the process. The school's affiliation with Round Square is complementary to our own core values since it encourages all-round development of skills, knowledge, and character. This year, students from Cobham Hall are invited to attend a Round Square conference in Kenya.

Consultant's comments

Nestled within the Kent countryside, Cobham Hall School prides itself on the welcoming and caring environment that it provides for girls aged 11-18 and boys aged 16-18 years.

Both within the historic school building and the extensive and beautiful grounds, students of all ages interact with each other and staff in a relaxed but totally respectful manner which is indicative of the value that is placed upon each individual.

As an established non-selective independent school, with an excellent reputation, the school attracts students from across the world with a wide range of interests and abilities, including those with additional needs.

The ethos of the school is very much focused on the individual as a whole, and while academic achievement is important, the school considers the experiences that it provides outside of the classroom to be of significant value in supporting its goal of producing well-rounded and successful individuals who are well equipped to take their place within a global society.

While accepting pupils with additional needs, the school is not a special school and thus it is important that students accepted are able to benefit from the academic and social education that the school provides. In order to ascertain this, a clear admissions process is in place which includes interviews, entrance exams (for which access arrangements are available), taster days and contact with the current school. Details of the range of needs which the school is able to accommodate are found within the 'Learning' section of the website along with information relating to the costs for additional support. Students with specific learning difficulties are very welcome to apply. Once accepted to the school students with additional needs thrive in the nurturing environment and their contribution to the school community is greatly valued.

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Within the small classes staff work hard to meet the needs of individuals and students respond showing interest and perseverance in the tasks provided.

The school is proud of the pastoral and academic support that it provides to all of its students and the work of the Student Support and English as an Additional Languages Departments is highly publicised on the school's website.

Criteria
1 & 2

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

Consultant's comments

All documents produced are comprehensive, of a high quality and provide useful and informative information to support all members of the school community in fulfilling their roles effectively.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- The Student Support Department is very much integral to the school's working life. The Head of Student Support regularly meets with an external, level 7 qualified consultant in Literacy support, who advises on the support of our students with a SpLD and who also assesses for Access Arrangements.
- The Department has engaged with a Level 7 qualified tutor in dyscalculia who will join the team in January '24.
- Teaching staff have access to the Student Support portal which includes information as follows:
- Individual Student Profiles (SEN).** This provides teachers with information on a student's strengths and needs with strategies on how best to support each student in the classroom setting. The information is categorised into Year groups from Years 7 to 13. Parents and students can contribute to this information should they so wish. Progress targets are set at the beginning of each term and reviewed at the end of each term. Each student takes the lead on the progress they wish to see.
- The SEND Register.** This lists students with a SpLD and provides a brief outline of any diagnosis. There are separate tabs which summarise each student's educational need. Students on this register receive one-to-one interventions for literacy, numeracy, curriculum and / or Teaching Assistant support. Students are monitored at intervals consistent with the school's monitoring timescales for academic progress and attitude grades. The department will also carry out observational learning walks.

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The Monitoring Register is for students with a diagnosed SpLD who do not require individual interventions. It is also for those students who may have a SpLD which is undiagnosed. As with students on the SEND register, students who are on the Monitoring Register are monitored in accordance with the school's reporting mechanisms and through classroom observations. Teaching staff are confident to refer a student to the Student Support Department should they have any concerns about any student within the school.

Tracking data for SEN assessments / Cognitive Ability Tests (CATs) and National Group Reading Tests (NGRTs) across all Year groups for all students is held by the Student Support Department within its tracking data. This allows us to identify students who have not been assessed as having a SpLD to be quickly recognised with follow-up procedures put in place.

Access Arrangements. The Student Support Department works closely with an external consultant to assess students who may be entitled to additional time in internal assessments and external examinations.

The Student Support Department is developing its resources folder for teachers to access. The aim is to provide teaching staff with a comprehensive bank of information to assist them in the adaptation of their lessons for students with a SpLD.

The Student Support Department aims to issue teaching staff with a form requesting feedback on the training needs staff would like to have in place in the coming academic year to fully support students with a SpLD. The results of these findings will be discussed with the Leadership Team and implemented accordingly.

Teaching staff have recently undergone training in Rosenshine's Principles in Action. These are widely recognised for their clarity and potential to support teachers seeking to engage with cognitive science and the wider world of pedagogy theory.

The Student Support Department has recently appointed a new Teaching Assistant with a specialist child development background: Miss Sian Robinson. Miss Robinson is currently studying towards a master's in psychology. Miss Robinson attends classroom sessions across all Year groups covering the core subjects. A further Teaching Assistant, Mrs Julie Balson, works extensively with a student with ASD who has an EHCP.

Numeracy support sessions are taught by the Headteacher and by a member of the teaching staff for mathematics. **Literacy support sessions** are led by the Head of Student Support in consultation with the Head of the English Department / Literacy Lead.

The Student Support Department meets fortnightly as a team to allow for a rapid response to concerns. In addition, the Head of Student Support meets with the Heads of Lower and Upper Schools to discuss and review students' progress and any areas of concern.

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Consultant's comments

At Cobham Hall, students are accepted and valued for who they are. Neurodiversity is celebrated within the school and the identification of additional needs and the support that students receive are considered to be a crucial part of the process which enables students to achieve their best.

The Student Support Department and its team of staff play an important role in ensuring that all students' needs are met both within the classroom and beyond through access to individual or small group support where appropriate.

The Head of Department is an experienced manager with considerable knowledge and expertise in this area. She is heavily involved in the admissions process and works with all staff to ensure that systems are effective in identifying needs and tracking progress as students progress throughout their time at the school.

The Individual Student Profiles which are produced are key documents in providing relevant information about students in a brief and easily accessible manner. They are fundamental to supporting staff to understand the needs of the students within their classes and in providing information specific to the individuals on how best to support them.

All teaching staff have access to the Student Support Portal where ISPs are stored along with additional information.

There is close communication and collaboration between subject and learning support staff which is valued by both parties and which plays an important role in providing seamless support in and out of the classroom.

Testament to the success of the school in meeting the needs of neurodiverse learners the number of students identified as at risk/requiring additional support has increased since the last CReSTeD visit. In order to cater for this increase and to demonstrate the school's commitment to providing the best for all students, the Student Support Department has expanded and is continuing to grow. This has involved an increase in the number of staff but also the specialism of the staff employed.

e) Number of statemented / EHCP pupils: 2

Consultant's comments

This is a small number of individuals compared to the number of neurodiverse learners attending the school.

Independent
Schools
only

f) Types of statemented / EHCP needs accepted:
Both students have an ASD.

One student is in Year 9. This student has been with the school since Year 7. She has a Teaching Assistant for most of her lessons. She also attends one-to-one support for numeracy and curriculum support. The student attends co-curricular clubs; has read in Church; participates in drama and will now board for one day a week to build independence. A recent English

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assessment saw this student achieve a grade A. The student has also received a commendation for her Geography coursework.

One student is in the Sixth Form having joined Cobham Hall in Year 7. This student did well in their GCSEs passing all subject areas. The student attends Cobham Hall on an Arts Scholarship and will be taking part in a trip to New York in January '24. The trip has been organised by the drama and music departments and will take in a Broadway show. The student mentioned is an exceptional actor who has appeared in the lead role of many Cobham Hall productions.

Consultant's comments

Both pupils with an EHCP have attended the school for some time and have made good progress since joining. All staff have a good understanding of these pupil's needs.

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:

Students who apply with an EHCP are accepted in consultation with the Headteacher, Director of Studies and Head of Upper or Lower Schools (pastoral). The school will liaise with the relevant Local Authority, previous school, and parents to ensure that a full picture emerges. This will include documentation including the EHCP, Annual Review paperwork and any psychological / psychiatric assessments / NHS diagnoses.

In addition, the school will conduct its own assessments.

Visits take place to meet prospective Year 7 students at their primary school at the end of the summer term. This helps to foster good relations with primary school settings.

All students take a Cognitive Ability Test (CAT) on application prior to acceptance – Year 7 and again in Years 10 and 12.

On entry, Year 7 students are also screened for spelling, writing speed and reading. Year 7 students will take a National Group Reading Test (NGRT) as part of this screening process. Year 7 students will also undertake progress tests in English, numeracy, and science.

Years 10 and 12 are similarly screened. Year 10 will, in addition to the above, take the EXACT screener for Access Arrangements (AA). The EXACT screener is seen by the school's consultant to the Student Support Department who will carry out further, more in-depth, assessments for students who have been identified as requiring additional time in internal assessments / external examinations.

The Student Support Departments monitors the tracking of all students within the school to ensure any concerns are picked up and highlighted to the

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Heads of Lower and Upper Schools. Evidence is based on students' progress and attitude to learning, pastoral concerns and discussions between the department and the teaching staff. The views of students themselves and of parents are integral to this.

Consultant's comments

Careful consideration has been given to the identification of student's needs not just prior to admission but also as they progress throughout the school. This is important as student's needs often change as they reach cornerstone periods within their school career.

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

Students who have been identified with a SpLD have an individual profile. This details areas of strength and development with strategies to support each student in the classroom setting. Parents and guardians are advised and invited to comment. The range of options to support students with a SpLD may vary from informal monitoring to light-touch Teaching Assistant support in the classroom setting and / or one-to-one interventions within the Student Support Department. These too can vary in the level of support provided, from: support with the curriculum and study skills to motivational input for students who are finding the academic element of their studies challenging or who would benefit from the opportunity to just talk about what they are interested in. This is particularly beneficial for our students with a diagnosis of ASD.

Students may be identified prior to attending Cobham Hall, in which case we will seek further information from the student's previous school, any educational evaluations, and parents and guardians. We are a non-selective school with places offered on merit.

Consultant's comments

All students are regularly assessed using a range of assessment tools throughout the year. Information obtained as a result is monitored and reported to parents/carers.

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

The Head of Student Support will liaise with recommended outside agencies and advise parents / guardians accordingly. Parents can then contact the relevant assessor independently should they wish, or the Department can do this for them.

For example, the Department has recently put forward a student for an assessment for ASD and ADHD to a known outside educational psychologist.

We also have educational psychologists visit the school to carry out student observations who will then discuss strategies to support the student in school. They may make recommendations for other specialist assessors such as Speech and Language.

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The department will liaise with outside agencies where the student is in regular consultation.

Parents / guardians are invited to the school to discuss the findings.

Consultant's comments

Staff within the Student Support Department have the necessary knowledge and understanding of a range of needs to support the identification of additional needs and are able to sign post parents to access further professional assessment where applicable.

The school currently employs a consultant dyslexia specialist who holds a level 7 qualification in this area and an equally qualified dyscalculia specialist will shortly join the team. The knowledge and understanding that these members of staff bring to the team is highly beneficial and adds to the depth and quality of the work of the department.

4. Teaching and Learning

4. a) How is the week organised?

The school week is divided into 30 one-hour periods. There is a twenty-minute morning break with a lunch hour each day. Clubs take place during the lunch periods and after school. There are also Saturday morning enrichment and service programmes which are in line with the school's ethos. These run across the year. All students are expected to take part in approximately eleven Saturday morning schools.

The school day begins at 08.30 and finishes at 16.30. There are six one-hour periods during the day. Students register with their form during morning registration. The second registration takes place at the beginning of Period 5 after lunch during the first session of the afternoon.

The school is trialling a new way for Year 7s to have prep whereby they will concentrate on a discrete subject area for four weeks before moving on to another subject area. This is being led by the Literacy lead to enable the school to embed literacy more effectively across the whole curriculum. The objective is to develop in students a deeper level of understanding for the subject instead of touching on numerous subjects.

In Boarding, prep is from 18.30 until 19.30 for the lower years and until 20.30 for Years 10 and 11. Students who are in Years 10 and 11 work in their rest rooms or in the Independent Learning Centre. Sixth Form students have their own Sixth Form Centre. This has recently been refurbished.

Teaching staff set prep through Show My Homework (SMHW). SMHW is a tool which is accessible to parents and guardians as well as the Student Support Department and Boarding staff, who will assist with prep work.

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Student support staff will attend / feed into Pastoral meetings with the Heads of Upper and Lower Schools as well as attend all parents' evenings. We also hold regular meetings with parents. For example, for our Year 9 student with an EHCP we report weekly to the parents and to their autism specialist. We meet with parents prior to a student attending student support and at progress intervals. We will liaise with Heads of Faculty and / or the Leadership team to co-ordinate and schedule meetings as required.

The Student Support Department oversees a thriving Dungeons and Dragons club during three lunch periods each week. This is led by a Year 12 student and attended by students across the year groups. It aims to build social skills.

Consultant's comments

Student life is structured to provide a wide range of activities and opportunities. There is a balance between academia, sport, social and wellbeing. Further opportunities for service and enrichment are provided outside of the school working week.

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

Students with a SpLD are expected to participate in all sessions unless following a modified curriculum.

We have two students who are following a Functional Skills programme for mathematics instead of GCSE mathematics. In addition, one student is following a Functional Skills qualification at level 2 for English where previous resits in English Language have not yielded a grade above 2. This has been agreed by the Headteacher in consultation with the student's parents.

Any concessions are made on an individual basis depending on the need of the student. Prep is also modified accordingly depending on the adjustments needed for the student.

Students may be withdrawn during private study periods, or during some non-GCSE examination sessions for individual support. Some individual student support sessions may focus on prep, depending on how well the student understands the subject as further input may be required to ensure the student is able to access the work in preparation for the next session.

Any difficulties with prep are noted by the Department with teaching staff informed.

Building self-esteem is key to all Student Support sessions. Within the lower years, we aim to focus on strengthening students' underlying skills in either literacy and / or numeracy - allowing students to understand their own learning needs and to build strategies for use in the classroom setting.

For Year 9 students taking their options, the recommendation may be to take fewer GCSEs to secure higher grades and to ensure students continue to receive individual support and avoid cognitive overload. GCSE options are made in consultation with teaching staff, the student, and their parents / guardians.

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In Years 10 and 11, the emphasis is to support with independent learning, study skills and overlearning / retrieval practice in preparation for examinations.

In Sixth Form, students study a breadth of A level subjects - the school moved away from the International Baccalaureate in 2019. Sixth Form students who attend individual support sessions do so to consolidate their learning in the classroom setting and to seek advice on university settings and courses. Often Sixth Form students who come under the remit of Student Support find the academic rigours of an A level qualification challenging and find discussing their concerns with a trusted adult a way to alleviate some of the pressures of intense study. The Department also works closely with parents / guardians of Sixth Form students.

Teaching Assistant support is targeted to support identified students in the majority of core subjects. This is reviewed in line with students' needs.

Consultant's comments

The school provides a wide range of experiences within lessons in which all pupils take part.

In addition to small class sizes, students benefit from the provision of additional LSA support which is in place for most lessons. This increases the adult to pupil ratio and enables staff to focus on those who may require more time and attention.

While there is an expectation that all students will access qualifications at both age 16 and 18 years, the school is able to accommodate for those who are not able to achieve at GCSE through the provision of the Functional Skills Programme.

The school is fully committed to ensuring that it provides the best opportunities and experiences for all of its pupils. The creation of a Teaching and Learning group which meets twice termly is testament to this. Members of this group are all members of the Chartered College of Teachers and are working together to drive the implementation of research proven strategies to further develop teaching and learning within the school.

Criterion
3 & 4

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

All teaching staff have access to Individual Learning Profiles to assist them in how best to adapt their teaching for students with a SpLD. There are resources held within the Student Support portal which provides information to teaching staff in relation to specific learning difficulties, barriers to learning and strategies / recommendations that can be implemented in the classroom setting to promote inclusivity and guidance on delivery and lesson planning. The resources portal provides access to power point presentations, reading material and websites. In addition, the Head of Student Support carries out observations of students on its SEN and Monitoring registers and can advise teaching staff on how best to support learners with a SpLD. These observations also allow the Head of Student Support to see how other

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students not identified with a SpLD interact with their peers and with the teaching staff as not all students who apply to the school will have a diagnosis of a SpLD. Feedback from Teaching Assistants is also encouraged.

Literacy is at the heart of Cobham Hall's curriculum and is embedded across the subjects with a range of initiatives intended to drive up literacy and equip our students with the necessary critical thinking skills to succeed in the world outside of school.

There is a focus on reading and vocabulary, with Year 7 prep centred on reading and literacy tasks – for every subject. This enables the student to develop the necessary thinking skills required later in their school career and develop a habit of reading more broadly for all subjects. The students are encouraged to develop the idea that reading widely and in-depth is a skill required in every subject, not just English. For this to be inclusive, Year 7 prep is prepared in such a way to offer different reading experiences – fiction, non-fiction, traditional print, blogs, web news, letters, and scripts. Extracts are short and provided with prompts and thinking points.

Literacy lessons are delivered to Years 7, 8 and 9 and are dedicated to fostering a love of words. These lessons consist of a variety of reading tasks; being read to by a variety of visiting readers; reading newspapers, discussion of ideas; personal reading; drawing interpretations of reading; performance poetry and creating comic books. This reading focus is strengthened by short writing tasks designed to instil confidence and enable the student to use the ideas they have been exposed to. These discrete lessons do not change our belief that every teacher is a teacher of literacy; however, they enable us to arm our students with the skills they need to unpick words, and ideas locked within them, in every subject across the curriculum

The school has recently introduced Global Perspectives to its GCSE programme. All current Year 10 students will sit this GCSE in Year 11. We believe the qualification will provide all of our students with the opportunity to enquire into and study key global aspects working individually, and in groups on projects of their choice through a diverse medium. Its aim is to develop critical thinking skills providing students with key skills, including analysis, collaboration, communication, evaluation, reflection and research: all valuable requirements for university applicants and, indeed, for the wider world.

Consultant's comments

During the visit one math lesson, one drama lesson, one English lesson, one history lesson and one individual support lesson were visited. Observations lasted between 20-30 minutes.

In all lessons behaviour was very good. Students were focused and motivated. They listened carefully to instruction, asked questions to clarify their thinking and responded positively to questioning. They worked hard at the activity in hand.

All staff created a positive learning environment. They had developed excellent working relationships with pupils who felt comfortable in their care.

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

Staff demonstrated good knowledge and understanding of the individual pupils within their classes and used this to target their questioning to specific pupils.

Classes were calm and orderly despite a range of learning strategies being provided which included the use of interactive activities.

Evidence of the school's focus on the use of Rosenshine's Principles for Learning was demonstrated throughout all lessons. This included the use of carefully structured lessons which developed the learning through a series of activities, starting and culminating in time for information recall. Questioning was used effectively both to provide opportunities to activate previous learning and to check for understanding of new concepts at various stages within the lessons. Whole class demonstration was developed through paired work which led to independent practice.

Furthermore, annotated worked examples were provided where relevant and were kept on the board for reference while students worked on their own examples. This is a strategy which is recognised to reduce cognitive load which is effective for all learners but especially those who are neurodiverse.

Language used by staff was clear and tasks were broken down into small steps.

In all lessons incorrect responses were dealt with in a supportive and non-threatening manner with staff giving pupils the opportunity to correct themselves. In order to facilitate this, questions were simplified; rephrased or supplementary questions were used to build up to the required answer.

All staff demonstrated good time management with lessons were suitably paced.

In the literacy support lesson that was observed the member of staff planned and delivered a superb lesson which developed the students' knowledge of the literature studied in class. A range of activities were used which were innovative, interesting and highly appropriate to the age and ability of the student. Considerable subject knowledge was also demonstrated by the member of staff who was both confident and competent in dealing with a range of questions asked by the student which demanded an in depth understanding of the text.

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

Individual Profiles are used to indicate targets. These will be reviewed at the end of each academic term. Targets are set in consultation with the individual learner to engage ownership. Students and parents are encouraged to include their comments to the Individual Profile. These form the backdrop to individual parents / Head of Student Support consultations.

Please indicate **two examples** enclosed

Y

Consultant's comments

Examples of SEN documentation including EHCPs, Individual Profiles and IEPs were viewed during the visit.

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The Student Support Department is responsible for the production of individual Student profiles. These are comprehensive documents which provide essential information about individual students. They are very clearly set out, very easy to read and contain essential information for anyone working with the student. This includes a summary statement outlining any recognised needs/diagnosis, most recent assessment data, a summary of strengths and needs with corresponding notes on how to support these across a range of subjects. Student and parent comments are also included. Individual targets are also included within this document.

e) Records and record keeping:

Each student has a record of assessments with any diagnostic reports securely held. This may also include letters to and from other agencies. The Student Support area contains up-to-date information on the student's Individual Profile. It also tracks all year groups academic and attitude to learning outcomes to ensure prompt action is taken should a student who is not on the school's SEND or Monitoring Register show signs of lower-than-expected performance. The school recognises the benefit of early identification to ensure effective provision.

Minutes are held of meetings within the Student Support Department and of the Department's contribution to Heads of Lower and Upper School. Minutes are circulated to the Heads of Lower and Upper School and to the Director of Studies.

Consultant's comments

The school makes use of a range of tools to obtain and record relevant information about students' needs and achievement including progress data, which is analysed by the Student Support team in consultation with Heads of Department in order to identify pupils who may benefit from additional support and to evaluate the effectiveness of any provision already in place.

Criterion 3

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

Detailed records of assessments, interventions and support are recorded on the school's internal system. These are used to monitor progress.

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	10	10	100%			
SpLD Pupils						

GCSE & BTEC	No. of pupils inc'd in the Year 11	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C	GCSE % 5+ A* - G	BTEC % D*- D	BTEC % M	BTEC % P

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	timetable, regardless of age		Grade 9-4	Grade 9-4			
Whole School	21	90%	62%	100%			
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:

[Consultant's comments](#)

[The school prides itself on its academic achievement.](#)

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

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

Individual support sessions take place in three well-lit rooms which are clearly signposted in the school. There are three desk-based computers for students' use. The rooms are decorated with students' artwork as well as material to promote Literacy and Numeracy.

Teaching staff recognise the importance of using a multi-sensory approach when teaching and follow the Rosenshine Principles of presenting new material in small steps with student practice after each step, giving clear and detailed instructions and explanations, encouraging students to think aloud, overlearning and re-teaching material where necessary.

All students are encouraged to attend revision clubs where they can meet with their teacher during a lunch break or after school to discuss any issues they are facing in their studies.

The Student Support Department has overlays, c pens and adapted examination papers available to students.

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

Consultant's comments

Cobham Hall School is housed in a magnificent 16th century manor house set in 150 acres of parkland. It is an inspirational place to live and work offering a wide range of habitats and facilities for exploration and learning.

In a school where neurodiversity is not just welcomed but celebrated staff have a good understanding of pedagogy and use up to date research to cater for the needs of all.

The Student Support Department plays an integral role in supporting students with SpLD. It provides a warm and welcoming environment where all learners can access support both at timetabled sessions and when required. It is well resourced to meet the needs of its students.

Criterion 5.2

b) ICT:

Years 7 and 8 now have their own devices. This is a school-led initiative with the aim to roll this out to all year groups. All students up to and including Year 9 study Computer Science whereafter it becomes an optional GCSE subject. Computer Studies is also offered as an A level subject.

The school actively encourages students to use computer devices and with the advent of Artificial Intelligence (AI) aims to teach students to use AI generated apps responsibly and to positive effect. Staff have had initial training on how best to use AI in the classroom setting. This will be on-going.

Laptops are available for student use in examinations – new devices have been ordered.

Classrooms are equipped with SMART boards. All teaching staff have laptops.

Consultant's comments

The school is well equipped to meet the needs of dyslexic learners. The school encourages the use of ICT to support in the recording of work in lessons.

Criterion 5.3

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

All Year 10 and Year 12 students are screened for Access Arrangements using the EXACT screener from GL Assessments. Identification of students with lower-than-average scores will prompt further assessment with an external Level 7 consultant in Dyslexia who visits the school on request.

For students who meet the criteria for adjustments, online applications are made. Arrangements available are: additional time (25%), rest breaks, prompts, computer reader, computer voice activated software, reading pens, laptop use, and separate invigilation.

The Student Support Department works in close liaison with the Exams Officer.

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Criterion 5.4

d) Library:

Consultant's comments

The screening of students as they progress throughout the school ensures that students requiring access arrangements are identified as part of the preparations for exams.

JCQ regulations are followed to ensure that access arrangements are place which meet the requirements and serve to provide a level playing field without providing an unfair advantage.

The library is undergoing a complete refurbishment – currently at the planning stage. It is also used as the Independent Learning Centre for Lower and Upper Schools. The Sixth Form Centre is newly refurbished and provides an independent space for students who are in post-16 education.

Consultant's comments

The manor house really is a magnificent building with many original features and decorations. As the school has grown additions and alterations have become necessary. This has been done thoughtfully. Plans for the new library are exciting and will enhance the already impressive range of facilities throughout the school.

6. Details of Learning Support Provision

LSC 6.3

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

The Student Support Department is firmly embedded within the teaching and learning of the school.

The Head of Student Support attends all Head of Faculty meetings and liaises on a regular basis with the Heads of Lower and Upper Schools as well as Department Heads and teaching staff.

Teaching staff regularly consult with the Head of Student Support and advise of students whom they consider to be of academic concern in the classroom setting. This could take the shape of an organised meeting through to an informal chat.

The Head of Student Support meets regularly with parents / guardians to discuss any concerns they may have and to update them on their child's / ward's progress from the perspective of support. The department sees this relationship to be of vital importance.

The Head of Student Support will also meet with other stakeholders, including Therapists (Autism and Speech and Language Therapy) as well as Local Authorities.

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It is the role of the Head of Student Support to secure funding for students with an EHCP, organise and attend Annual Reviews and make recommendations on outcomes.

The Department holds regular meetings (fortnightly) to ensure a swift response to any issues noted.

The Head of Student Support will update the resources portal / INSET material, Individual Profiles, the SEND and Monitoring Registers, the Access Arrangements Register – from identification of students to JCQ applications. The Head of Student Support will advise the Exams Office of alternative arrangements for those students taking a Functional Skills qualification.

Timetables for Student Support staff are managed by the Head of Student Support to ensure effective provision. Teaching Assistants will feedback to the Head of Student Support with any observations they have made which may required further investigation. The Head of Student Support will liaise with relevant teaching staff / Heads of Department accordingly.

The Head of Student Support will meet with prospective students with a SpLD as part of the Admissions process. This includes visits to primary school settings prior to Year 7 students attending Cobham Hall. It may also be relevant to consult with previous schools for additional, supporting information for a student who is joining the school in another year group.

The Student Support Department has an open-door policy both for students and for staff. Parents / guardians know that they can contact the department at any time.

Consultant's comments

The Student Support Department plays an integral part of the life and work of the school where its work is highly valued by staff, parents and pupils alike.

It is very well managed and led. The Head of Department is very knowledgeable and has a passion for her work. She considers every student as an individual and is committed to providing students with the help and encouragement they require to thrive within the school environment and beyond.

Her team is enthusiastic and highly effective.

LSC
6.5 & 6.6

b) Organisation of the Learning Centre or equivalent:

Mrs Katriona Topps is the Head of Student Support. Mrs Topps supports 23 students from Year 7 to Year 13 with literacy through curriculum support, study skills, prep work, and university applications.

Mrs Wendy Barrett is the Headteacher. Mrs Barrett takes three students for numeracy support. One student is in Year 11. This student has dyscalculia. The student passed an Entry Level 2 Certificate in mathematics in June '23. The student has now been enrolled for a Level 3 Certificate for June '24. Mrs Barrett also takes two Year 7 students, both of whom have been diagnosed with dyscalculia. Mrs Barrett has stepped in to support the department while

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we await the appointment of a Level 7 dyscalculia qualified mathematics teacher in January '24.

Mrs Cara Sheehan takes nine students for additional numeracy support, Mrs Sheehan is also a teacher of mathematics in the school and takes students across all year groups including A level mathematics. The students within this cohort have not been diagnosed with dyscalculia. They do however have a SpLD.

Miss Sian Robinson has recently been appointed as a Teaching Assistant. Miss Robinson works primarily in Years 7, 8, 10 and 11 across the core subjects Miss Robinson also takes some individual interventions to consolidate what has been learnt in the classroom setting.

Mrs Julie Balson is attached to a student in Year 9 with a diagnosis of ASD. This student has an EHCP.

Consultant's comments

The Student Support Department is staffed by a team of professionals with a range of experience and who all share the vision and direction of its head.

They are effective practitioners who take pride in their work and the successes of their students.

LSC 6.6

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

Yes.

Curriculum design is the premise of the Director of Studies in consultation with the Leadership Team. The Head of Student Support will advise on alternative qualifications for those students unable to access GCSE mathematics and English qualifications. There are currently two students for whom this applies.

Consultant's comments

The Head of the Student Support Department is an experienced senior leader who works closely with the management team and all members of staff to ensure that the needs of neurodiverse learners are utmost in the minds of staff making key decisions within the school.

- 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

Yes

7. Staffing and Staff Development

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

Mrs Katriona Topps

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Level 5 Dip for Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy. Gateway qualifications. 2024
Dyslexia Awareness, Supporting Dyslexic Learners, and Practical Solutions for Higher Level Literacy Skills. British Dyslexia Association (BDA). 2020.
Certificate in Education and Training. City and Guilds. 2000.
Dip in Leadership and Management, Institute of Leadership and Management. 2008.
TAQA Assessors and Internal Verification Certificate. 2005
Dip HE Business Studies with Visual Communication Design, Northumberland University. 1983.

Mrs Topps joined the Student Support Department in the capacity of HLTA in 2020. She took over the management of the Student Support Department in January 2023. During this period, Mrs Topps developed a clear understanding of the school curriculum working closely with the teaching staff and with students.

Prior to joining Cobham Hall, Mrs Topps worked in Further and Higher education for over twenty years having been Head of Faculty for Health and Social Care, Childcare and Public Services across two college sites with a cohort of just under 300 students studying qualifications from level 1 to level 5 (degree level).

Mrs Topps was part of the College's observation team and attended leadership and management meetings with the Senior Leadership Team presenting on curriculum design, data and outcomes.

Student welfare and successful outcomes has always been at the forefront of Mrs Topps' values.

Mrs Wendy Barrett

Mrs Barrett read Mathematics and Physics at Royal Holloway University of London. After graduating she then trained as an Engineer and worked in industry for six years before becoming a Mathematics teacher. Mrs Barrett joined Cobham Hall in 1993, teaching Mathematics and Physics. She has a long career at the school and has comprehensive professional experience in all aspects of leadership and management of a girls' independent international boarding school and in the all-round education of young people. Mrs Barrett believes that schools should be places where students are nurtured, challenged, and empowered and where their wellbeing is paramount.

Ms Cara Sheehan

Education Studies BA Hons specialising in Special Educational Needs. PGCE. University of Greenwich. 2008 and 2009 respectively.

Mrs Sheehan has supported students in English and mathematics through individual interventions. She is part of the mathematics team here at Cobham Hall teaching students across all year groups, including GCSE and A level mathematics.

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Miss Sian Robinson

BA (Hons) Early Childhood Studies. University of Portsmouth. 2021.
MSc Psychology conversion. Open University. 2022 – pending.

Miss Robinson joined Cobham Hall in September 2023 having come from the role of Support Worker for young people aged 16-21 where she gained valuable knowledge and skills learning how to de-escalate situations and to be there as a 'listening ear'. Miss Robinson worked with vulnerable young people who might otherwise have been homeless, often with no family support; many with refugee status.

Mrs Julie Balson

Counselling for non-counsellors. September 2014
British Dyslexia Association (ADHD). December 2014
Sleep Easy workshop. January 2015
Supporting Student with ASD in mainstream schools and beyond. March 2015
Perfect EAL support. March 2015
Teaching Assistant. BTEC Level 3.

Mrs Balson has been with the school since 2002 first as Boarding Mistress before joining the Student Support Department and then taking on the role of Exams Officer. As Exams Officer, Mrs Balson has been able to advise the department on the protocols of applying for exam concessions. She has also worked extensively with students who find examinations challenging from an emotional perspective; reassuring them and making sure the environment for exams sittings is one where students feel comfortable. She has a wealth of experience working with young people and has rejoined the Student Support Department to work with a student with ASD who has an EHCP.

Mrs Diana Rabot – external consultant

Assessment Practising Certificate (PATOSS). June 2015-2018
Post Graduate Certificate National SENCO Award. December 2015
Canterbury Christchurch University.
OCR Level 7 in Assessing and Teaching Learners with Specific Learning Difficulties. 2007.
BA (Hons) History. 1986. Lancaster University.

Mrs Rabot acts as an external consultant to the school, providing support to the Student Support Department in particular with Access Arrangements where she carries out assessments. Mrs Rabot advises the Head of Student Support on matters relating to the department as requested. This includes teaching and learning.

Consultant's comments

The staff working within the departments hold appropriate qualifications and between them have a wealth of experience across a range of areas pertinent to the needs of its students.

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

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 Topps is currently taking a nationally recognised qualification in the teaching of SpLD students. This follows, training with the British Dyslexia Association in: Dyslexia Awareness, Supporting Dyslexic Learners and Practical Solutions for Higher Level Literacy Skills.

Mrs Topps is mentored by an external consultant, Mrs Diana Rabot, who holds a Level 7 qualification in Assessing and Teaching Learners with a Specific Learning Difficulty.

Consultant's comments

Mrs Topps is a very capable practitioner who is able to draw on her considerable experience with working with a wide range of students. She is coming to the end of her specialist training and demonstrated that she is able to transfer the knowledge that she achieved with ease.

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 contacted as part of the re-accreditation process were overwhelmingly supportive of the school.

Several parents mentioned the journeys that their children made to attend the school but stated that they and their children felt that this was very worthwhile.

When asked why they had chosen Cobham Hall several parents commented on the reputation of the school that had been developed over a number of years. The quality of the facilities, the location and setting were also given.

All were very happy with the education that is provided. While academic achievement was considered as important, many parents commented on the welfare of students and the focus on producing well rounded students.

Several parents mentioned the difficulties that their children had experienced with learning and how they value the work of the Student Support Department.

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

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A group of students of mixed ages and sexes were spoken to during the visit.



All pupils within the group were confident and keen to share their views of the school and their learning experiences. Students were eloquent in explaining their comments and demonstrated excellent conversational skills- listening carefully to each other, taking turns and supporting or developing comments made by others.

When asked what they like about the school the building itself was a considerable focus for most students. They are very aware of the history of the school and demonstrated a strong sense of pride with several stating that it was a privilege to learn in such a beautiful environment.

The recent addition of boys to the sixth form was also a 'hot topic' amongst the group. In so far as the girls were concerned this development was seen as a great improvement. They enjoyed being taught separately lower down the school and listed a number of advantages of this. However, several spoke of the potential difficulties that may be encountered in life beyond school due to their limited experience of interacting with boys. While there are still a limited number of boys at the school, their presence was definitely appreciated by those within the group who said that they had brought a different vibe to the school which they saw as an improvement. The boys themselves stated that they had settled into the school well –'just fitting in'. They seemed unperturbed by the fact that there are a small minority and were happy to be there.

Without exception the students were enthusiastic about the school. They appreciate the small classes and the high quality of teaching and support provided. They enjoy the 'easy relationships' they have with staff who they feel are approachable and willing to 'go the extra mile' to help them with their work.

With regard to the additional support provided by the Student Support Department- all loved to go. They were very complimentary of the staff and were able to give examples of ways that they had been helped.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
			
Date:	16.10.2023	Date:	15.03.24

Please ensure:

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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- *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 Joint Council for Qualifications guidelines .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	✓

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

Report Summary

Summary of Report including whether acceptance is recommended:

Cobham Hall school is a magical place where staff and students thrive.

The school meets all of the criteria for re-registration and it is a pleasure to recommend re-registration.

Anita Laws
28th February 2024

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:

Consultant's signature:

Chairman's signature:

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Date:

Date:

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