



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley  
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
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### 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)	<b>SPS</b>	<b>Change of Category?</b> (re-reg only)	<b>NO</b>	<b>Category applied for</b> (re-reg only)	-
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#### Contact Details

Name of person completing form: ELIZABETH BAINES  
Tel: 07903071255  
Email: ebaines@trinityschoolrochester.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: LESLEY COOK  
Tel: 01634 812233  
Email: lcook@trinityschoolrochester.co.uk

Date of visit: 10<sup>th</sup> October 2018  
Name of Consultant(s): Helen Farley

### School Details

Name of school:	TRINITY SCHOOL AND COLLEGE		
Address of school:	11 – 13 NEW ROAD, ROCHESTER, KENT ME1 1BG		
Telephone:	01634 812233	Fax:	
Email:	office@trinityschoolrochester.co.uk		
Website:	www.trinityschoolrochester.co.uk		

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

Name:	ELIZABETH BAINES		
Title (e.g. Principal):	EXECUTIVE HEADTEACHER		
Head/Principal's telephone number if different from above:	07903071255		
Qualifications:	MA NPQH BA BEd PGDipEd(SEN), CBT		
Awarding body:	IOE London University, Plymouth and Exeter University, Stonebridge, National College		

#### Consultant's comments

The executive headteacher has a clear vision for the school and operates a collegiate SLT to oversee the mission that each individual pupil who attends is provided a positive experience of a highly responsive learning environment. The needs of each individual are met both in terms of academic progress and wellbeing, these core features are at the centre of the school's mission and ethos.

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

Name:	REBECCA KENNEDY		
Title (e.g. SENCO):	DEPUTY HEADTEACHER		
Telephone number if different from above:	01634 812233		
Qualifications:	BA (Hons), PGCE, Dip in Specific Learning Difficulties (Dyslexia) Level 7		
Awarding body:	Universities of Hull, Leicester and York		

#### Consultant's comments

The deputy head teacher shares in the collegiate working of the SLT and supports the drive to ensure that teaching is delivered in a multisensory way, recognising this as supportive of all pupils learning needs.

# Report Summary

## 1. Background and General Information

1. a) Dep't of Education Registration No.:

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	92	12	
	Girls:	49	1	
Boarding:	Boys:			
	Girls:			
Overall total:		141	13	6-25

### Consultant's comments

The school is undergoing a development programme and is expanding the post 16 provision to operate within the 0-25 age framework. Within the school many pupils have co-occurring conditions including features of SpLD; which is recognised as a need in addition to the core diagnosis.

c) Class sizes – mainstream: 10

### Consultant's comments

The consultant observed all pupils in lessons taking place across the school and evidenced that the total number of pupils in each class ranged from 6 to 9 in the age range to 16. In the college there were total pupil numbers ranging from 5 in a social skills lesson to 11 in an employability class.

d) Class sizes – learning support: 10

### Consultant's comments

e) For completion by consultants only:

Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:

The school was visited on 20<sup>th</sup> September 2018 and met all compliances with regard to the most recent guidance issued by the Secretary of State. The report indicated that there is a strong safeguarding ethos, and that the leaders actively promote the wellbeing of pupils.

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

### Consultant's comments

g) Please supply the following documentation:

i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed

or provide link to view reports via the internet INFORMATION BOOK

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

or provide link to view reports via the internet [www.trinityschoolrochester.co.uk](http://www.trinityschoolrochester.co.uk)

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

or provide link to view information via the internet Available within the INFORMATION BOOK

Independent  
Schools  
only

# Report Summary

## Consultant's comments

The information provided is clear and cogent. Enabling a transparent and open dialogue with existing and prospective parents and other stakeholders. There is currently only one pupil self funded, all remaining pupils are funded through the EHCP local offer.

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

Criteria  
1 & 2

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

At Trinity School and College, we believe that within each learner there is the potential to learn, to gain essential skills and knowledge and to find relevance in their education.

#### Consultant's comments

The aim and philosophy of the school was evident in every observed lesson and encounter with both pupils and staff. In all observed lessons information was clearly communicated and provided so that individual pupils could initiate independence driven learning. There was a clear sense of the structure which was presented visually. Support staff were observed in each lesson, ranging from one additional member of staff to three providing prompts and access to the curriculum. As a result, pupils were able to use reference points to achieve within each learning experience. The focus on wellbeing was evidenced in each interaction

Lessons focused on both the acquisition of essential core skills in literacy and numeracy to understanding transference of skills to the world beyond the school. This was evidenced through a discussion of employability and the workplace.

Criteria  
1 & 2

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

YES

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

#### Consultant's comments

All information is clear and outlines the aims and philosophy of the school.

Criterion 4

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

Trinity's approach to dyslexia is holistic, that is, the curriculum and the way in which it is taught (a structured, cumulative and multi-sensory approach) is specific to the needs of the learners with dyslexia and similar difficulties. The attitude of all the staff is positive and nurturing with an innate understanding of the possible emotional impact of a specific learning difficulty.

Members of staff have high expectations of behaviour and effort, and aim to develop a mutual respect between staff/learners and the learners themselves. This can be observed within Trinity. Headteacher commendations, tutor and year based reward systems support the high expectations of behaviour and social skills.

# Report Summary

Learners are given many opportunities to develop educational, social and life skills beyond the classroom through our Learning Outside the Classroom programmes which we have achieved a Bronze Award. This educational provision is regarded as invaluable in support the development of literacy skills in a relevant setting, supporting the preparation for life and preparing learners for improved independence. The curriculum is broad, balanced whilst flexible, providing differentiation which motivates and engages learners. The college and gateway provision has increased the need for a wider range of vocational learning which year on year increased choices for further study and to meet learner needs and aspirations for the future. Trinity promotes a person centred approach, with personalised learning timetables and a comprehensive Pupil Profile for each learner.

Visual timetables together with visual cues are used to support language and organisational skill development. Students and teachers set attainable success criteria for all lessons which are focused on meeting the learning objectives set within the classroom. Many of our learners have experience rejection and failure at previous educational provisions, therefore Trinity promotes a step by step approach in the success criteria is used, bearing in mind the need to develop confidence and self-esteem through success orientated tasks. Key Skills and EHC target sheets are reviewed termly through annual and interim reviews throughout the academic year.

Reading takes place every morning both in the school and college and this is supported by a structured English provision which supporting writing, reading, speaking and listening each week on particular themes. A new accredited programme of study for Key Stage 4 and above has been sourced to provide evidence of progress within Literacy. This programme also supports preparing learners for functional English as well as GCSE programmes of study.

All staff teaching English have or are completing the OCR Level 5 Diploma in Teaching Learners with SpLD (Dyslexia) through Trinity Training. All teaching assistants and other educational professionals have completed the Module on Understanding Special Educational Needs Policy and Context in relation to Dyslexia/SpLD, or are working towards the NCFE Level 2 Certificate in Understanding Specific Learning Difficulties Trinity has two Speech, Language and Communication (SLCT) therapists and are supported by two SLCT Assistants who work closely with all members of staff as well as with small groups and individual children. Trinity also has an Occupational Therapist together with an assistant. The member of staff delivers one to one or small group therapy as appropriate. In addition, Trinity provides the Fizzy programme, overseen by the OT. The school uses the Clever Fingers programme in the classroom for fine motor development.

Trinity has gained several awards which include the Advanced Award for AcSEED, recognising the Mental Health and Emotional Wellbeing provision as well as the Quality Mark for literacy and numeracy for both primary and secondary education. The number of learners with high levels of anxiety is at a record 98% of the student population and therefore our emotional wellbeing provision has grown extensively with staff trained in Cognitive Behavioural Therapy, Anger Management, Counselling, mentoring, coaching, art therapy and mindfulness.

# Report Summary

## Consultant's comments

The school works holistically, providing a learning environment based on multisensory learning. The approach to each learner is individual, with a focus on understanding their needs to enhance both engagement and learning through listening and mentoring. Specifically, staff work positively with the learners and parents to develop confidence to address anxiety, and focus on wellbeing.

Learners attending the school all need a highly individualised approach to begin the process of building confidence in their ability to learn within an educational setting.

The school as a whole is highly responsive and focuses on developing trusting relationships, evident in all observed lessons. There is a clear emphasis on learner voice within the school, observations evidenced purposeful learning in all the lessons directly linked to this approach.

- e) Number of statemented / EHCP pupils: 141

## Consultant's comments

All but one of the total number of learners have an EHCP reflecting that all but one pupil is local offer funded.

- f) Types of statemented needs accepted:

Trinity is an independent day school, college and gateway provision specialising in teacher children and young people aged between 6 and 25 with a diagnosis of anxiety, speech, language and communication difficulties, including dyslexia, dyspraxia and autism.

## Consultant's comments

The school, in line with current legislation follows the EHCP process within the school.

Independent  
Schools  
only

## 3. Identification and Assessment

Criterion 1  
DSP &  
SPS 6.9

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

Every year, learners are assessed through WRAT4 and this provides valuable information on any areas of concern. Teachers and teaching assistants monitor progress within the classroom and are encouraged to refer any concerns to the SpLD specialist teachers.

Initial assessment taken on taster days together with information from teachers who have supported these days in the school enable Trinity to make appropriate provision to support the learner.

## Consultant's comments

All potential and existing learners are identified as at risk of SpLD. The clear admissions process gathers data which is both qualitative and quantitative providing a rich data profile to create a bespoke approach to meet the needs of an individual child. This is recognised as a starting point with review points to encompass the complex difficulties learners have when joining the school.

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

The provision is needs led, therefore this would depend on the identified area of concern and would also take into account the emotional wellbeing of the learner. Trinity prides itself on supporting a listening culture and works with the individual to find the best way forward using intervention, strategies and access to technology to facilitate inclusion, engagement and progression.

# Report Summary

## Consultant's comments

The school has a highly individualised approach, listening to the learners voice to create a bespoke approach to develop purposeful independent learning. The very heart of this approach is the trusting relationship developed between staff and learners.

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

Specialist staff have links with Educational Psychologists and when necessary, these are discussed with parents at Annual and Interim Reviews. This forms part of the collaborative approach to assessment and reporting encouraged at Trinity.

## Consultant's comments

## 4. Teaching and Learning

4. a) How is the week organised?

Trinity has six learning sessions per day, starting at 8.30 until 3.00 with a further two tutor periods which are focused on quiet reading, life and social skills. English and Mathematics are taught within ability groups identified through the data tracking system and focused on the achievement of function skills English and Mathematics. Within Key Stage 1, 2 and 3 learners stay within their year groups and have timetables personalised to each learner. Key Stage 4 and above have choices of study and also have teaching groups which are different to their tutor groups in order to provide support and appropriate challenge within their education.

## Consultant's comments

The organisation of the school week reflects the needs of learners attending the school, taking into account their complex needs.

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

The annual reports provide parents with information about the forthcoming study programmes together with information about targets and learning objectives. Homework clubs run within Trinity which offer support and guidance to learners who find completing homework at home stressful. Homework is promoted within Key Stage 4 and above to encourage a greater level of independent learning, however this is closely monitored. Information about homework is shared with parents in order that they may assist their child at home in the completion of tasks. See attached Homework Policy.

## Consultant's comments

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

- *Curriculum subjects*
- *Literacy support*

Trinity has frameworks which provide all stakeholders with information on the year's programme of work within each curriculum area. These frameworks have been developed in consultation with the Internal Quality Assurance Team (IQA) enabling cross referencing of the curriculum with the range of accredited programmes that Trinity run. See attached Curriculum Policy, Curriculum for Life Policy and the Inclusion Policy.

Criterion  
3 & 4

# Report Summary

Teachers within Key Stage 4 and above particularly teach to their strengths and specialisms. Within Key Stage 1,2 and 3 class teachers are qualified or experienced teachers who are able to teach across the curriculum, however Science, Food Technology, ICT, Art, Humanities and Languages are still taught by specialist teachers to this lower school group.

All learners are known to staff well, and class teachers have full access to the electronic pupil profiles. Trinity prides itself on providing an approachable, encouraging and good humoured staff who place the learner at the heart of all their decision making. Classrooms are well organised, stimulating and Literacy support is provided through a range of support which includes differentiation for dyslexic learners, a clear learning objective for all lessons, together with individualised success criteria. All teachers have a clear colour coded marking system which provides visual feedback to learners. Language support is provided through reinforced key words and specialist vocabulary as well as providing the appropriate agreed access arrangements or normal ways of working.

## Consultant's comments

In all lessons observed staff placed the learners at the heart of their decision making, using humour to address issues positively and develop resilience and persistence to problem solve. The use of a growth mindset in all aspects of learning was evident in all observations.

In all lessons observed learners were fully engaged at all times, the teachers used their skill to ensure progress. When needed, the staff are able to call on the wellbeing team to listen to the individual child voice when any barriers to learning appeared at any time during the day.

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

Every learner has a personalised learning programme and this is resourced through the staff timetable and access to resources. Any shortfall within resources or staff is dealt with immediately in order to ensure inclusion for all. The intervention schedule identifies all the resources required and available to meet the needs of the learner.

Targets are written termly, progressive pathways are provided for all KS4 and above learners. EHC targets are linked to the expected outcomes from the EHC plans. All this information is available to all stakeholders and ensures that there is open communication and transparency in the provision.

Please indicate **two examples** enclosed

Yes

## Consultant's comments

The use of personalised programmes is supported by the continuance and maintenance of a data rich environment. This approach promotes the development of both confidence and independence of the individual learner.

### e) Records and record keeping:

SEN files which include general correspondence, parental consultations, meetings and file notes, agreements, authority communication, medical and risk assessment, annual and interim reviews, EHCP etc.

Pupil Profiles which include the Intervention Schedule, Target Sheets EHC SEN Learning targets, risk assessments, normal ways of working, progressive pathways (KS4+)

Data programmes which include a bespoke accreditation and attainment tracking programme and assessment data base as well as the newly installed SchoolBase which now records communication records and attendance data as well as personal timetables for staff and learners.



# Report Summary

Records of Achievement – small folders with attainment certificates and awards for all learners.

Safeguarding, Child Protection, Incidences and Cause for Concerns, CIC documentation held in secure place within Deputy Headteacher Office.

## Consultant's comments

Record keeping is pertinent and uses all data produced to track and ensure that progress is made.

Criterion 3

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

Each Learner is individually tracked and monitored. The individual Learner is at the core of the approach, using the experience and reflective approach of the staff to ensure that the voice of the child is listened to and that provision is flexible and starts with what the learner needs to engage. There is a clear and comprehensive understanding of their previous learning experiences which have preceded the attendance at Trinity. The belief in building a positive experience of learning was evident in all aspects observed at the school.

Criterion 3

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

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	0	0	0	0	0
SpLD Pupils	0	0	0	0	0

GCSE including GCSE equivalent qualifications – please refer to Page 38 in the information book	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1
Whole School	6	3	0	0
SpLD Pupils	3	1	0	0

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

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

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

Evidence of examinations taken and achieved is available within the INFORMATION BOOK.

## Consultant's comments

# Report Summary

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:  
Assessment and resources to support within the SPS are available to aid efficient learning which include
- Barrington Stokes Dyslexia Friendly School Dictionaries
  - Electronic Spellers
  - Ipads and Laptops for all learners
  - Coloured Overlays (1 set for each learning area)
  - Examination Ready Dyslexia Pens
- Consultant's comments  
Resources are targeted to individual learners and are available as required. The use of these resources is part of the intrinsic resource of the school and are seamlessly integrated. Pupils therefore use them as required without it being highlighted as in any way focusing on difference.
- Criterion 5.2 b) ICT:  
Personalised ICT resources which include Dragon, Read Write Gold, Inspiration, however many learners prefer working closely with staff to overcome barriers to learning as they have experienced a level of exclusion through the use of ICT in previous schools. ICT has touch screen monitors and modified screen colours to support learners.
- Consultant's comments
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:  
Access arrangements are requested for all learners based on their normal ways of working documentation together with the WRAT4 results and the identified requirements of the EHC Plan.
- Consultant's comments  
All paperwork relating to exams is in adherence with JCQ current regulations.
- Criterion 5.4 d) Library:  
The library has been moved to the lower ground of number 13 and has an increasingly developing range of books which include group reading sets as well as books that learners can borrow and support their study. Reading is promoted as a quiet reflective processes and is made available at break and lunch for learners to enjoy.
- Consultant's comments  
There was a wide range of books available, and access as a quiet space during the day.

## 6. Details of Learning Support Provision

- SPS 6.2 6. a) Role of the Learning Support Department within the school:  
The educational, therapy and pastoral care teams within Trinity work closely together, with specialists from each area providing a holistic approach to supporting and educating the learner. The role of SENCO is shared between three members of staff, who are all members of the SL/SM team and have decision making powers to ensure that learners are able to access the

## Report Summary

appropriate resources and interventions to enable the learner to flourish.

[Consultant's comments](#)

- b) Organisation of the Learning Centre or equivalent:

Trinity provides a holistic approach to meeting the needs of all learners and learners who require further additional support have access to one to one support from the Deputy Headteacher who is qualified to Level 7. She provides advice and guidance to the teachers on how to create a seamless support system for each learner who requires this level of intervention.

[Consultant's comments](#)

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

The Dyslexia Lead within Trinity is a Deputy Headteacher and ensures the inclusion of all SpLD learners with advice and guidance to teacher on intervention and appropriate target setting.

[Consultant's comments](#)

The deputy Headteacher forms part of a collegiate SLT and promotes the value of multisensory learning and the benefits to all learners in the school

- d) Supporting documentation, please indicate enclosed:

- |      |  |     |
|------|--|-----|
| i.   | <b>SEN Development Plan (or equivalent) enclosed</b>   | Yes |
| ii.  | <b>Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff</b> | No* |
| iii. | <b>List of known SpLD pupils in school</b>   | No* |

### 7. Staffing and Staff Development

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

All learning support staff have completed or are currently studying the Module Understanding Special Educational Needs Policy and Context in relation to Dyslexia/SpLD, or the NCFE Level 2 Certificate in Understanding Specific Learning Difficulties. Some support staff have completed Dyslexia Therapy training.

This is available within the INFORMATION BOOK. All staff have enrolled on Trinity Training and are assessed by the Executive Headteacher either as the Assessor or as a Senior Member of the IQA team.

[Consultant's comments](#)

All staff are well qualified and have relevant training to ensure they have the experience and skills to work with pupils who have had previous negative learning experiences.

All staff demonstrated that they have the qualifications, skills and experience to meet the needs of SpLD pupils.

SPS 7.3

- b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

Yes, all English Teachers either have or are working towards the OCR Level 5 Diploma in Teaching Learners with Dyslexia/SpLD.

[Consultant's comments](#)

# Report Summary

- Criterion 4
- All teachers are suitably qualified.
- 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?  
All staff demonstrate that they have the qualifications to meet the needs of SpLD pupils.

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

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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, without exception were full of praise for the school on meeting the needs of their children by listening to the view of their child. In particular, they all expressed their affirmation that the staff listen to the needs of the child, mentor and guide them to allow them to flourish. In particular, they all commented on the focus on community and how they feel part of a family. The parents commented positively on the strength of the communication on a daily basis; they expressed that they were well informed and able to know how their child was progressing within the school.

All parents, regardless of whether they had a child who had recently joined or more longstanding, identified that their child had settled quickly into the school and felt supported and able to learn.

Parents commented on the growth of the school, explaining they were well informed and had trust in the school to manage the expansion.

They further commented that their children valued the breaking down of the outside space to cater for the individual needs.

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

The learners commented that the staff at the school are inspiring and enable learning through developing strong respectful and trusting relationships. They felt that the staff adapt their approach to meet their individual needs from support in social situations to using humour to aid memory. They recognise the experience and skill of the staff in achieving an environment in which they can learn.

All learners commented on how the staff had enabled a new chapter when beginning the school. Staff listen to their needs and cater individually to show understanding and positive approaches to supporting them to learn.

Without exception, they value the focus on well-being in the school and the crucial support this provides in helping them to flourish.

All felt part of one big happy family. With the support of staff and the understanding of their needs feel able to overcome obstacles to their learning. In particular, they all affirmed that the school is true to its word and acts quickly to provide a consistent safe environment.

## Report Summary

<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>	
Signature seen			
Date:	17/09/2018	Date:	

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, including Reading Ages, Spelling Scores, etc.
- 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)	Yes
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	Yes
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	Yes
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.	Yes
5. In Addition:	Yes
5.1 Resources for learning appropriate to the level of need.	Yes
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	Yes
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> .	Yes
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	Yes
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	Yes

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.	Yes
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	Yes
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.	Yes
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	Yes

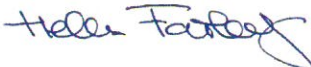
# Report Summary

Summary of Report including whether acceptance is recommended:

Trinity School meets and exceeds the criteria for re registration. The school places each individual needs at the core of their mission and ethos. Staff and pupil have a trusting relationship, which is evident from observation and discussion with each stakeholder. The school provides an experienced and collegiate approach to meeting the needs of learners who have had previous negative experiences. They provide a new chapter with support and understanding to enable children to flourish and aspire to learn without limitations.

## For Office Use Only

Category proposed:	SPS
Consultant's name(s):	Helen Farley
School information received proficiently:	Yes

<b>Consultant's signature:</b>		<b>Chairman's signature:</b>	
			
Date:	29/10/2018	Date:	

