



Council for the Registration of Schools Teaching Dyslexic Pupils

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

Thetford Grammar School Re-registration Application Form Category WS – Withdrawal System

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Thetford Grammar School Bridge Street, Thetford, Norfolk, IP24 3AF Tel: 01842 752840 Fax: 01842 750220 Email: scsec@thetgram.norfolk.sch.uk Web: www.thetfordgrammar.co.uk	Urban	108 boys 94 girls	ASD, Dysc, Dysl, Dysp, S&L (mild)	TSOH & BSA
	Ind Day	Ages 3–19 Boarding 13–19		GCSE, A levels
<p>Comments: Thetford Grammar School is an inclusive community that values the creative growth of every individual: academic, physical, emotional, cultural and social. We are very careful to accept only those pupils who will benefit from the type of education we provide – academic but tempered with a deep knowledge of dyslexia and other learning needs. We firmly believe that with the appropriate level of support and encouragement all children are able to succeed.</p>				

Date of visit:

10th October 2019

Name of Consultant(s):

Fay Cookson and Anita Laws

Please note:

- *Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

School Details

Name of school:	Thetford Grammar School		
Address of school:	Bridge Street, Thetford, Norfolk.	IP24 3AF	
Telephone:	01842 752840	Fax:	01842 750220
Email:	scsec@thetgram.norfolk.sch.uk		
Website:	www.thetfordgrammar.co.uk		

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

Name:	Mr Michael Brewer		
Title (e.g. Principal):	Head		
Head/Principal's telephone number if different from above:	As above		
Qualifications:	BA (Hons)	PGCE	QTS MA
Awarding body:	Canterbury Christchurch University; University of Chichester; LHC; University of Kent		

Consultant's comments

Michael Brewer has been in post for 14 months. He is an energetic, enthusiastic Head, who is committed to 'preparing all learners for success in the 21st Century.' He upholds the ethos of Learning Support, throughout the school and envisions the growth and expansion of the LS department in the near future.

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

Name:	Mrs Kate Jones		
Title (e.g. SENCO):	SENCo – Head of Learning Support		
Telephone number if different from above:	As above		
Qualifications:	BSc (Hons)	QTS	Dip.SPLD AMBDA
Awarding body:	HAAC, The Shire Foundation SCITT, Hornsby International Dyslexia Centre. Patoss		

Consultant's comments

Kate Jones has been Head of Learning Support at Thetford Grammar for 13 years. She is extremely well-qualified and has a wealth of experience in teaching and supporting students who have learning differences. In addition to this she manages her department effectively and with sensitivity. Staff, students and parents were unanimous in their praise of her outstanding impact on the school.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	926/6218			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	106	31	3-19
		Girls:	83	17	3-19
	Boarding:	Boys:	2	2 EAL	13-19
		Girls:	11	9 EAL	13-19
	Overall total:		202		

Consultant's comments

There has been a slight drop in student numbers since the last CReSTeD visit, 3 years ago. Conversely, there has been an increase in numbers of students accessing learning support. The small school setting means that each student is well known to staff and individual input is a strength of the teaching at Thetford Grammar.

- c) Class sizes – mainstream: Maximum group size is 20. Currently largest group size is 17 in the Senior School and 8 in the Junior School

Consultant's comments

The small class sizes benefit all the students, especially those with additional needs. In most classes observed Learning Support Assistants were in evidence, working alongside individual students or providing general support.

- d) Class sizes - special needs: One to one, pairs and small groups – currently maximum group size of 5

Consultant's comments

1:1 and small group sessions were observed during the visit. Individual subject tutorials e.g. French and RE were also seen. Students acknowledged the helpfulness of these sessions.

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

Welfare, Health and safety of the students was found to be generally good.

Independent
Schools
only

- f) Current Membership (e.g. HMC, ISA etc): TSOH + BSA

Consultant's comments

Membership of the aforementioned bodies is entirely appropriate.

- 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 Download prospectus at:
<https://www.thetfordgrammar.co.uk/parent-information>

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

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or provide link to view reports via the internet	Info. Rec'd
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	£23/40 minutes in Juniors £25/40 minutes in Seniors £34/week pair or group tuition

Consultant's comments

The prospectus can be read online. It is attractive with beautiful photographic images and, more importantly, is clear and informative.

The Independent Schools Inspectorate (ISI) carried out a Regulatory Compliance and Educational Quality Inspection in June 2019. An Action Plan was drawn up and approved by ISI. Action Points have subsequently been addressed by the School. It was reported, under the Quality of Education heading that 'The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. Under Key Findings it was reported that 'The quality of pupils' personal development is excellent.'

Details of fees and compulsory extras are fully explained. The fees for SpLD students' 1:1 and small group tuition are extremely reasonable.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

We believe in the importance of a small school setting where a detailed picture of each pupil – their strengths, their needs, their hopes – is known by all staff. This means we are able to set challenges appropriate to our pupils' ability levels, ensuring that they are always being stretched to achieve the very best of which they are capable. We are proud of the fact that for nine centuries the school has been successfully nurturing academic excellence and we endeavour to prepare all our learners for personal success in the 21st Century.

Consultant's comments

All good schools look to understand the strengths and needs of their students and to present challenges which can be met according to ability. However, in addition to these necessary aims, Thetford Grammar's belief in the need to understand the hopes and aspirations of their students fulfils the requirement to listen to 'pupil voice.'

Criteria 1 & 2

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

See Also Policies section on school website
<https://www.thetfordgrammar.co.uk/about/policies>

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**

Info. Rec'd

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ii. Support for policy from Senior Management Team	<u>Info. Rec'd</u>
iii. Support for policy from governors	<u>Info. Rec'd</u>
iv. Admissions Policy/Selection Criteria	<u>Info. Rec'd</u>
v. Identification and assessment	<u>Info. Rec'd</u>

Consultant's comments

The SEND policy is thorough and is reviewed on a regular basis. The policy is supported 100% by the Governors, and Senior Management Team. The Admissions Policy, including the Selection Criteria, is fair. Identification and assessment are carried out in line with current practice. The updated SEND policy is available on the School's website. The Head of Learning Support is updating her Assessment Practice Certificate (APC), meaning she will be able to assess at all levels, including for the Disabled Students' Allowance (DSA) for university entrants.

Criterion 4

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

It is the aim of the school to provide staff that are dedicated to supporting all students to fulfil their potential whether diagnosed as dyslexic or otherwise.

We aim to ensure that our teaching environment is dyslexia friendly. Lessons are differentiated by task, degree of support and expected outcome. All teaching is planned to provide learning that is structured, cumulative and where appropriate offers suitable opportunities for overlearning. Many of our SpLD students benefit from individual timetables that provide regular one to one or small group opportunities for reinforcement and repetition of key concepts and vocabulary - particularly in the core subjects of English, Maths and Science. Additional TA support is also made available within core subject class lessons. Careful use of technology supports multi-sensory learning whenever possible and regular trips and visits also enhance the learning experience.

At the beginning of each school term there is a staff meeting at which the SENDCo provides information about new and existing learning support pupils and makes clear their strengths, weaknesses and needs. A copy of this information is available to all staff via Google Shared Drive and is also provided via Schoolbase.

Monitoring and input continues throughout the school year via weekly staff meetings, one to one meetings with form tutors and regular reviews of individual learning targets with staff, parents and pupils.

ISI-2019

'Pupils of all ages, including those with SEND, display strong oral communication skills enhanced by the many opportunities to participate in school events such as house public speaking and drama'

'Pupils with SEND develop their skills highly effectively, supported by the opportunities to utilise technology to assist with recording and correcting their work'

'A number of pupils who receive individual learning support improve to such an extent that they no longer require it'

Consultant's comments

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	<p>Teachers are advised in advance of students who have Specific Educational Needs or Disabilities. They willingly take on the challenge of differentiating lessons for students with additional needs or learning differences. Learning Support Assistants are visible in nearly all classes, working with specific students, or giving general support. Regular meetings between staff and the Head of Learning Support take place. This ensures that teachers have input regarding the students, which informs planning and lesson preparation.</p>	
	<p>e) Number of statemented / EHCP pupils:</p>	<p>The school currently meets the needs of 7 students with statements/EHCP's relating to ASD, Dyslexia & Developmental Delay.</p>
	<p>Consultant's comments</p>	
	<p>There has been an increase in the number of students with EHCPs since the last CReSTeD visit.</p>	
<p>Independent Schools only</p>	<p>f) Types of statemented / EHCP needs accepted:</p> <p>We welcome all children who can make the most of the opportunities that we offer and can reach their full potential in the caring environment of Thetford Grammar School. As such, we welcome pupils with special educational needs such as; dyslexia, dyscalculia, dyspraxia, mild Speech and language difficulties and ASD; if we feel able to provide them with the level of support that they require. Although we are more than happy to provide additional support and tailor an individual's curriculum we do not, however, have the facilities to offer an intensive treatment programme that would require a totally individual curriculum.</p> <p>We advise parents of children with special educational needs to discuss their individual child's requirements with the school before proceeding with an application.</p>	<p>Consultant's comments</p> <p>The school makes it clear that they will support children who are potentially able to access the curriculum and whose needs they are able to meet. The Learning Support Department has helped parents through the process of obtaining an EHCP. They have put appropriate interventions in place in accordance with existing plans. These interventions have included 1:1 Specialist Dyslexia tuition, OT and SLT support, as required by EHCP funding.</p>

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:

IDENTIFICATION

1. A pupil may enter the school with an EHCP issued by a local LEA.
2. The school will be aware of a situation when the child joins the school, on the basis of a previous school report or documentation provided by the parents with the joining papers or through direct correspondence with the school.
3. A situation may emerge or develop while the child is a pupil of the school.

Consultant's comments

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The identification process for students who have not been formally assessed before entry will be triggered by concerns raised by teachers, which will be referred to the Learning Support Department. Assessment may then take place and information from the Assessment will be disseminated to all those involved in teaching the student.

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

The School regularly reviews pupil progress to help monitor whether children are making expected progress.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents will always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Parents are invited to the School to discuss the child and their needs with the SENCO/ Head of Learning Support. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess – plan – do – review:

- Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. This will include consideration of, for example, class work, examination and text results (where available), progress reports and feedback from teaching staff. If not already done so the School may, in consultation with parents, engage external agencies and professionals (such as a psychologist, speech and language therapist or occupational therapist) to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- Plan:** Where it is decided to provide SEN support (such as where the results of an assessment indicate that a pupil has learning support needs), the teacher and the SENCO / Head of Learning Support will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These are recorded in the School Information System. Hard copies are also kept in the SEND Department.
- Do:** Teachers will work closely with the SENCO / Head of Learning Support to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- Review:** The effectiveness of any support and its impact on the child's progress will be reviewed regularly with parents and the pupil (where appropriate). A reassessment will also take place at the end or beginning of the academic year in order to ensure the School has an updated performance profile. Teachers, working with the SENCO / Head of Learning Support, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

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Consultant's comments

Plan, Do, Review is a tried and tested, effective way of managing, monitoring and sharing of information relating to students with Learning Differences. Teaching Staff are kept apprised of students' progress and information regarding individual students and their needs is accessible on the School Information System. This leads to effective, tailor-made, targeted programmes of learning.

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

The SENCo is an Associate Member of the British Dyslexia Association and holds AMBDA status and is able to carry out full diagnostic assessments. This can only follow parental contact and should be with parental permission. Such an assessment for which there will be a parental cost will focus on spoken and written language skills and sequential memory ability in relation to general ability level.

If the school believes that further external assessment is required e.g. an occupational therapy or speech and language assessment is required parents will be advised accordingly. The school is fortunate in having an independent Speech & Language Therapist (also a qualified Sound Therapist) and an independent Occupational Therapist providing therapy within the school on a weekly basis. The School may also request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. The school is also able to access the Norfolk Educational Psychology and Specialist Support services if appropriate.

Where parents wish to request a formal assessment from outside of school, they are encouraged to provide the School with given copies of all advice and reports received.

Consultant's comments

In-house assessments are invaluable and a huge advantage to parents and students. The Head of Learning Support carries these and is able to feed back results to parents and students. She is currently renewing her Assessment practising Certificate (APC) and will also be able to assess for Disabled Students' Allowance (DSA) for those seeking University Entrance. Advice is given if external assessments are deemed necessary and the school has a multidisciplinary team of visiting professionals able to assess different areas of need.

4. Teaching and Learning

4. a) How is the week organised?

Senior School week: Monday to Friday 8.45am to 4.00pm

Senior School: After School Care 4.00-5.30pm

8 Lessons per day – 40 minutes each

Junior School: Monday to Friday 8.45am to 3.45pm

8 Lessons per day – 6 x 40 minutes, 1 x 35 minutes & 1 x 20 minutes plus 10 minutes reading time per day

EYFS to Year 6: Before School Care 8.00 to 8.45am

EYFS to Year 6: After School Care 3.45 to 5.30pm

Consultant's comments

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The carefully planned time table caters for all need.

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

Differentiation of classwork and homework activities is encouraged throughout the School. Differentiation is achieved in many ways including through the use of technology, modified language and teaching assistant input. There are strong links between subject staff and members of the Learning Support department to ensure that expectations are clearly communicated and consistent.

Some SpLD pupils in the Senior School who are studying a reduced number of GCSEs are provided with additional help in support lessons either through specific help with subject specialists or via more general teaching assistant support as deemed appropriate. Staff in the senior school also operate additional support sessions during lunchtimes or after school and pupils needing reinforcement and revisiting are encouraged to attend.

All pupils in the Junior School are expected to read every day. All staff recognise the demands a full day at school can have on a child with a SpLD. As a result some pupils in the school are allocated specific time to complete Learning Support homework and class based tasks are reduced accordingly. Within the Junior School teaching assistant support is available as part of after school care during homework club. In addition teaching staff are always available to assist during after school care time in the library.

Consultant's comments

Varying levels of differentiation were observed during the visit. Overall the students are well supported and catered for in mainstream lessons. Help is always at hand and 1:1 support in class is readily available.

Students are sometimes allowed to reduce the number of subjects that they study in order to benefit from extra English Language/Literacy support.

Students with dyslexic difficulties often find it difficult to read homework tasks, particularly in their own handwriting. Having the tasks printed or written clearly for them in their journals proves helpful.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

All lessons are planned to meet the learning needs of all our SpLD pupils and staff are expected to use a variety of teaching methods that incorporate auditory, visual and kinaesthetic approaches to support different learning strategies. Differentiation is expected - even within small groups - both in terms of tasks/worksheets and expected outcomes.

Literacy support is provided in a variety of ways e.g. Pre-teaching input within LS lessons, in-class support, reinforcement activities, differentiated reading material, use of audio books & worksheets (different coloured paper, suitable font size, style and line spacing), use of reading support programs such as Alpha to Omega and Units of Sound, subject specific word banks, cloze passages and writing frames, use of reading pens. ICT support such as interactive whiteboards, computer readers and voice activated software are also used.

Consultant's comments

Many lessons were observed during the visit, both in the Junior and Senior School. In mainstream lessons the students were quiet and attentive. Varying levels of differentiation were noted and Learning Support Assistants were present in nearly all lessons, working with individuals or assisting the class as

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a whole. Some lessons made use of interactive whiteboards and students were seen handwriting or typing their work. Small group and 1:1 lessons observed in the Learning Support Department made good use of multi-sensory teaching methods and students were suitably engaged in their learning. Question and answer was used effectively and students reflected on what they had learnt and how it might impact in the wider curriculum.

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

All pupils receiving learning support have a TGS Learning record file and individual targets are set as appropriate. These are always available within the Learning Support department and the school also uses Google Shared Drive pastoral folders, Schoolbase and EHCPs to record Individual Learning goals. As far as is developmentally appropriate all learning support pupils are involved in reviewing their own targets and creating future targets. Pupil's targets relate mainly to one to one and group support sessions but some also relate to work carried out in whole class situations. Targets are reviewed at least twice yearly and parents are kept informed via three Learning Support reports per year. Parents are also welcome to meet face to face as and when required.

2 case studies provided

Please indicate **two examples** enclosed

**Info.
Rec'd**

Consultant's comments

The two examples seen were thorough and informative. It is very important that students understand their personal targets and how they are going to achieve them. Reviewing and target setting help the students to own their learning and to see progression. The Learning record files are an effective way of keeping everyone, teachers, parents and the students themselves, informed and involved in the learning process. Pen portraits of students, created by the Head of Learning Support and available to staff, are an effective way to inform teaching.

e) Records and record keeping:

Learning Support pupils are assessed in either the Autumn or Summer term using standardised tests such as DRA, DASH, GSRT, WRAT, TOMAL-2, CTOPP2, SDMT and RAN/RAS. Test results are used to inform future planning and also to provide test-based evidence for Access Arrangements. Evidence of normal way of working, for example word processed scripts, use of extra time in end of unit assessments, CT or TA annotations showing use of a reader or modified language are also collected and kept in pupil files from Year 7 onwards.

In addition all Junior School pupils are assessed twice a year; informally by class teachers at the beginning of the year and also using Standardised Progress tests in Maths & English plus Verbal & Non-Verbal tests in May/June each year. Achievement levels and progress scores are recorded for all pupils.

Senior School pupils are assessed using MidYIS in Years 7, Yellis in Year 10 and again in Year 12 through ALIS testing. The progress of all senior school pupils is also monitored by internal exams during November and June. The Head of Junior School or appropriate Head of Year meet to discuss the results and these are used to inform future planning and ensure teaching continues to meet the needs of all pupils. Analysis of test performance is

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crucial in identifying where additional learning support or individual arrangements are needed. Parents receive three full reports and three half-term reports reporting effort and attainment grades. All assessment information is stored centrally and is therefore available in paper or electronic form.

Consultant's comments

Records are kept securely, in accordance with GDPR requirements. The records are detailed and well-organised and the tracking is a useful tool for teachers. The records are accessible to staff via the School Information System.

Criterion 3 f) For comment by consultants only: Review history of provision made for two pupils.

Identification of specific areas of need is carefully addressed by the Head of Learning Support and provision matched to the needs of the individual. Having a detailed history of provision is important when Access Arrangements (AAs) are being considered and put in place and when students move on to further or higher education.

Criterion 3 g) Impact of provision – assessment summary for all pupils (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	11	11	100	145	
SpLD Pupils	2	2	100	110	

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 – 4 (English & Maths)	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1
Whole School	29	99	100%	100%
SpLD Pupils	5	All Y11 SpLD students gained Grade 5 or above in English Lang and 4/5 gained Grade 4 or above in Maths	100%	100%

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	No SATs entered so N/A						
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	N/A						
Dyslexic Pupils	N/A						

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

New pupils to the school take entrance exams in English, Maths and Verbal Reasoning as appropriate to their stage of entry. (Younger pupils are informally assessed via taster days where staff ensure that they are able to cope with the level of schooling on offer).

As previously mentioned Junior School pupils are assessed twice a year: in September via informal assessments and in May/June via Progress tests in Maths & English. Standardised scores are recorded for all pupils.

Senior School pupils are assessed using MIDYIS in Years 7, Yellis in Year 10 and again in Year 12 through ALIS testing. The progress of all senior school pupils is also monitored by internal exams during November and June.

Year 9/10 pupils are offered an opportunity for exam access screening and staff also meet to ensure pupils likely to be eligible are encouraged to take part in the screening.

Learning support pupils are reviewed at appropriate intervals during their support programmes using a variety of assessment tools in order to monitor their progress and ensure their teaching programmes continue to meet their needs.

Consultant's comments

A variety of test materials are used to track the progress of students, in Literacy and Numeracy, throughout the Junior and Senior School. There is a comprehensive pattern of testing, using standardised tests, particularly appropriate in Learning Support.

Exam results at GCSE and A Level continue to be at or above the National Average and the trend is continuing upward. Students with SpLD perform extremely well in relation to their peer group which is great credit to them and to the School. Of particular note is the recent cohort of Year 11 students with SpLD, who all gained passes at Grade 5 or above in English.

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

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

The Learning Support department occupies three teaching areas within the Senior School. Each area can accommodate four to six pupils. Two of the areas have desktop computers with access to the School Network and all can make use of departmental iPads if required. All teaching rooms have access to a variety of multi-sensory materials, practical equipment and a range of text books and reading books chosen to complement the Senior School Schemes of work. The Learning Support department is conveniently located in the same building as the English department teaching rooms and the Senior School library. Occupational Therapy, Speech and Language Therapy and one to one ASD support visits all take place within the department. All Senior School Learning Support pupils who have a reduced timetable have access to use the LS department facilities during these times.

Within the Junior School lessons take place during the school day in a well-resourced classroom that is shared with After Care facilities. This room is also available to those pupil specific TAs whose pupils may have a reduced timetable within the Junior department.

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During whole class teaching Interactive white boards are widely used throughout the school to enhance learning and all staff are able to change background colours where appropriate. In addition ICT is used whenever possible and banks of iPads are shared within departments to assist with accessibility. Some pupils also benefit from coloured paper or overlays. Individual departments are able to provide differentiated text books to support SpLD learners and some core texts are also delivered via audio books. In addition some students benefit from the use of reading pens. The use of subject word banks is encouraged both as hand-outs to reduce copying demands and as display materials to highlight specialist vocabulary and reinforce key words.

Teaching assistant time is divided to support staff and provide a resource that allows further differentiation for SpLD learners where additional support is appropriate.

Consultant's comments

The area designated for the Learning Support Department is in the heart of the school. The rooms are comfortable and well-resourced and lend themselves to individual or small group learning. The main classrooms offer resources suitable for all students and for SpLD learners in particular.

Criterion 5.2

b) ICT:

All pupils have access to a wide range of ICT resources. There are two main computer suites within the school – one is situated within Junior House and the other within the Senior School on Fulmerston site. Several computers are also housed within departmental areas and all departments have access to banks of iPads if required. Pupils are able to use dyslexia friendly software such as computer readers and voice activated software. Most teaching rooms are equipped with an interactive whiteboard. Teachers have received training about changing background colour and most suitable colours/types of font to select when working with dyslexic pupils. Staff encourage the use of Google Classroom as a way of sharing lesson resources such as class PowerPoints and completing and submitting homework tasks. Projectors, digital cameras, reading pens and Apps such as Quizlet, Coggle and SnapType are all additional ways in which ICT is embedded within pupils learning.

Consultant's comments

ICT provision in the school is good.

Criterion 5.3

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

As soon as a child is identified as potentially needing access arrangements staff are requested to keep records of provision in the form of photocopied papers and personal annotations so that we have evidence of 'normal way of working'.

Parents of Year 9/10 pupils are offered the opportunity for their child or children to be tested for Access Arrangements within school. In addition senior school staff are encouraged to report any on-going difficulties that may suggest a need for an access arrangement to the school SENCo. The tests carried out by the SENCo include: Single Word and text based reading tests for accuracy, Reading Tests for comprehension and speed of reading/processing, Spelling Tests and Tests of Handwriting Speed. Where

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appropriate tests of working memory and phonological and visual processing speed are also administered. These provide the necessary information to apply for extra time, a reader, bi-lingual dictionary, oral language modifier or scribe as set down by the JCQ Access Arrangements. They also ensure that students who may benefit from other arrangements such as a read aloud facility, reading pen, modified papers, coloured paper, rest breaks or separate invigilation have these facilities available to them. All applications are made on line by the SENCo and the results and tests are kept in individual pupil files kept in a secure cupboard within the learning support department. When a student moves from Year 11 to Year 12 staff are asked to review the need for access arrangements in line with subject choices and to provide evidence that a need still exists. A new application is made and further testing will only take place if essential.

Consultant's comments

The history of provision for each student with SpLD is invaluable when AAs are being planned and the statutory Form 8s being completed. The only AA which has to be applied for is extra time. Other access arrangements are devolved to the school based on the students' normal way of working. Detailed evidence has to be kept and the Head of Learning Support is meticulous in this area, ensuring that students have appropriate arrangements for achieving their potential.

Criterion 5.4

d) Library:

There are 2 main library areas, available for use by all students, with a part-time Librarian overseeing provision and providing guidance across all year groups. In addition, all subject staff have their own resource areas within their departments.

At the beginning of each academic year all pupils new to the Senior school are issued with a library welcome booklet and receive lessons with the Librarian to ensure that they are familiar with how information is arranged and can be accessed. Pupils are also encouraged to use local library facilities and are regularly taken on familiarisation visits as well as activity sessions at Thetford library.

In addition Junior and Senior school pupils have the opportunity to become librarians and to undergo additional training during lunchtime sessions with the librarian. In recent years several SpLD pupils have taken advantage of this opportunity and have enjoyed the status of assisting other pupils within the library. The Librarian also encourages students in upper Key Stage 2 and Key Stage 3 to be involved in Inter-School Literary Quizzes which are coordinated with the English department.

The library is also available after school for students who wish to complete homework in a quiet and supported environment.

Consultant's comments

Both the Junior school and Senior school have libraries. The former is cosy and colourful and encourages the love of books and reading. The Senior school Library is astonishingly lovely, in its historic setting. The Librarian has worked tirelessly to identify reading material suitable for all reading abilities and interest levels; these are colour coded for easy identification. Giving students the opportunity not only to use the library but to have training in acting as librarians is excellent

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6. Details of Learning Support Provision

WS 6.8

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

The Learning Support Department at Thetford Grammar School enjoys a particularly strong reputation for its success in giving specialist help to dyslexic students. We have been supporting children with dyslexia and other SpLDs for many years and the School has been CReSTeD registered since 2013. We have the same ambitions for pupils with SEN as we do for those without, and we are proud of the value we add at TGS and of their achievements, both academic and personal. They experience high levels of personal success at GCSE level, and A level study and most proceed to higher education, including some of the most prestigious institutions.

Consultant's comments

The Learning Support Department is renowned throughout the school and highly thought of by parents, students and staff. It is building a reputation beyond the School walls and there are plans for expansion so that even more students will be able to benefit from the expertise.

b) Organisation of the Learning Centre or equivalent:

Junior School learning support is provided via in-class support, additional early morning sessions or one to lessons during the school day. The majority of these sessions take place in the designated Learning Support area within Junior House or for some upper Key Stage 2 pupils in the Senior site Learning support areas.

Within the Senior School some pupils study a reduced number of GCSEs. They are also provided with additional help in support lessons either through specific help with subject specialists or via more general teaching assistant support as deemed appropriate. The individual and group learning support in the Senior school takes place in three designated rooms that form a dedicated Learning Support area designed to enhance provision and status within the school. All rooms have access to a variety of multi-sensory materials, practical equipment, computer software and a variety of text books and reading books chosen to support the Senior School schemes of work. All Learning support pupils have regular access to use these facilities during times of private study and are closely supervised by a staff member from the Learning support department.

The Learning Support department also provides a venue for Occupational Therapy, Speech and Language Therapy on a weekly basis as well as facilitating visits from other specialists such as ASD Advisory Teachers and Educational Psychologists.

Consultant's comments

The Learning Support Department, and its outreach to mainstream lessons, is well organised by the Head of Department. Teaching staff and support staff are kept informed regarding best practice and encouraged in the use of differentiation and strategies. This benefits all students, not just those with additional learning needs or differences. There are no 'hard edges' to the provision offered by Learning Support. It is extremely flexible in meeting the needs of the students and Kate Jones leaves no stone unturned in order to achieve this level of support, both within and outside the Department.

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

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The Head of the Learning Support Department holds Head of Department status and regularly attends meetings where curriculum review, design and delivery are on the agenda.

Consultant's comments

Yes.

d) Supporting documentation, please indicate enclosed:

i. **SEN Development Plan (or equivalent) enclosed**

Info.
Rec'd

ii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**

Info.
Rec'd

iii. **List of known SpLD pupils in school**

Info.
Rec'd

7. Staffing and Staff Development

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

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

Consultant's comments

Kate Jones has a Nationally recognised qualification in the teaching of SpLD students. The other teachers and TAs have a wealth of experience in working with SpLD students, have attended awareness course and work under Kate Jones' guidance.

WS 7.5

d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

Consultant's comments

The Governors and Head are committed to the work of Learning Support throughout the School. It is hoped that further members of staff will have the opportunity to gain Nationally recognised qualifications in the teaching and assessing of students with SpLD.

Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?

Yes, with guidance and input from the LS Dept.

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

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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:

Six parents were consulted regarding their views of Thetford Grammar School and the Learning Support offered via the Department. All reported that they are 'very happy' with the way the school has helped their children overcome their difficulties.

Contact with the school was described as good and parents felt that they were listened to and that response to any concerns raised is immediate.

One mother said that her child had gained confidence and that her work had definitely improved. Another parent said that the school was 'head and shoulders above' any other school in the specialist provision offered.

The school and the LS department were described as 'kind, caring and nurturing' and that it is a 'calm, purposeful community.'

A parent who has two children at the school, one of whom attends LS, said that 'Mr Brewer has made good changes since his appointment as Headteacher.'

Kate Jones was described by one mother as 'brilliant' and approachable and had fought to get the right help for her child.

There were no negative comments from the parents spoken to.

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

The two students who conducted a guided tour of the Junior and Senior school were extremely articulate and very enthusiastic about Thetford. A further group of 10 mixed age students had various opinions to offer, including Thetford being '100% better than a previous school, how helpful they found LS, especially Mrs Jones, and how good it was to be offered the option of a flexible timetable. They concluded they would like even more LSA time in class if it was available and voted unanimously for an outdoor gym.

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	WS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	√
7. Qualifications of Teaching Staff: -	
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification 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:

Thetford Grammar School is steeped in history and occupies a fascinating site, with some of the school building dating back to Tudor times.

Under the guidance of Michael Brewer and the Governing body Thetford Grammar is moving forward into a new era, where excellence will prevail.

The work of the Learning Support Department justly enjoys a good reputation, with its Head, Kate Jones being singled out by staff, parents and students as 'amazing.'

This is a relatively small, happy school, with a family feel, where children of all abilities and with differing needs achieve remarkable things.

It is recommended that Thetford Grammar School retains its CReSTeD WS category.