



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

Shapwick School Re-registration - Category DSP

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Shapwick School, Reigate 21 Station Road, Shapwick, Somerset TA7 9NJ Tel: 01458 210384 FAX: 01458 210111 Email: office@shapwickschool.com Web: www.shapwickschool.com	Rural	52 boys	Dysc Dysl Dysp ADD P&S	ISA BDA
	Ind Bdg Wk, Day	38 girls Ages 8 -18		GCSE and 6th Form Courses
Inspection Reports	Ofsted			
<p>Comments: Shapwick School, winner of the 2016 Independent Schools Association Alternative Provision award, provides specialist education for children with dyslexia, dyspraxia and dyscalculia. The school is co-educational and caters for students from age 8 to 19 with a 1:8 teacher/pupil ratio. It operates on the philosophy 'If children can't learn the way you teach, then you need to teach the way they learn'. Shapwick understands how to teach the national curriculum in a way that overcomes students' learning difficulties. This develops their self-esteem, which in turn builds their self-confidence, and allows them to realise their potential and move on to the next stage of their education. 'The same road by different steps'</p>				

Date of visit:

30th of April 2018

Name of Consultant(s):

Anne Sherrard

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: Shapwick School
Address of school: 21 Station Road, Shapwick, TA7 9NJ
Telephone: 01458 210384 01458 210111
Email: Office@shapwickschool.com
Website: www.shapwickschool.com

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

Name: Mr Adrian Wylie
Title (e.g. Principal): Principal
Head/Principal's telephone number if different from above:
Qualifications: BEd PG Dip NPQH
Awarding body: King Alfred's College and University of Birmingham

Consultant's comments

Mr Wylie is now the principal of Shapwick and is supported by Mrs Lush as head teacher. He has many years of experience in specialist schools; Hellen Lush has been a house parent at Shapwick for ten years and has been in a head of education role for the past five years.

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

Name: Mrs Anne Baker
Title (e.g. SENCO): SENCo
Telephone number if different from above:
Qualifications: BA(Hons) PCGE (Caps), PG Cert SpLD
Awarding body: Plymouth University

Consultant's comments

The SENCo has a wide experience of SEND across the age ranges in previous schools and is now in charge of the senior and junior school.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	933/6173		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:			
	Boys:	19	19	8-19
	Girls:	17	17	8-19
	Boarding:			
	Boys:	33	33	8-19
	Girls:	21	21	8-19
	Overall total:	90	90	

Consultant's comments

42% of pupils are girls and 58% are boys. Whilst numbers have fallen since the last CReSTeD visit three years ago, it is interesting to note that the percentage of girls has risen considerably from 29%.

- c) Class sizes – mainstream: 4-8
This is appropriate given the needs of the pupils
- d) Class sizes – learning support: 1:1 or 2:1

Consultant's comments

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

Ofsted inspected residential provision at Shapwick in February 2017. The overall experience and progress of children and young people was found to be good. The quality of care and support as well as the impact and effectiveness of leaders and managers were both outstanding. In the category of how well children and young people are protected, a good was awarded. It was noted that the students received excellent individualised support from a well-trained and committed staff team. The support from the school's therapeutic team was noted to work cohesively alongside the mainstream staff. The residential accommodation was reported as being comfortable and homely. Children and young people at Shapwick were seen to make good to excellent progress in all aspects of their lives. The relationships with their peers and staff was good.

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

These are appropriate organisations for this type of school. In future Shapwick will be inspected by ISI.

- g) Please supply the following documentation:
- 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
 - Recent Inspection reports, please indicate copy enclosed
 - Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed

Information Provided

Consultant's comments

Independent Schools only

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The prospectus is highly comprehensive and when read alongside the website, gives a clear picture of this delightful rural specialist school. The staff list indicates the English teachers and their qualifications. It should be noted that those with diplomas and certificates in specific learning difficulties expand across a range of subjects such as maths and science. This is particularly important given the high language element across senior school subjects and most especially science. Two of the sixth form tutors hold level 5 and level 7 qualifications in SpLDs. The school is also training six staff at present in a level 4 course in SpLDs. There is weekly training for all staff on a Monday evening. Most recently the topics covered have included working memory, numeracy and the new Docs Plus programme. It might be helpful for parents and prospective parents if the full staff list and their qualifications was available on the website.

The most recent inspection was by Ofsted in June 2017. Concerns raised by this inspection are being addressed: the September 2017 document: Statement of purpose states that "Supervision takes place every 6-8 weeks for all staff. Teaching is observed and assessed, as is how teaching staff plan for lessons and how they measure children's progress and achievement. Teachers have a performance management meeting each term and targets are set to develop them as practitioners. Induction is provided for all staff and includes...Behaviour Management There are also sessions on SpLD, Dyslexia, Dyspraxia, and Dyscalculia, Asperger's Syndrome...." Fees are made clear: one to one sessions with occupational therapists/speech therapists is £1504 per annum for one session a week and social communication £769 per annum also for one session each week.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Shapwick provides educational and residential facilities for young people of mixed gender aged 8 to 18 years old, who experience difficulties as a result of Dyslexia, Dyscalculia, Dyspraxia and associated learning differences. Pupils are of at least average ability and may have associated difficulties for example ADHD, social understanding and communication difficulties but all demonstrate difficulties with reading, spelling, writing, arithmetic or organisation within the range of specific learning difficulties.

Our aim is to work with families and local authorities to produce an environment in which they feel comfortable with us and the work we do in providing the caring, supportive, friendly and purposeful community which is Shapwick school.

Optional sixth form provision is available in liaison with a range of colleges including Bridgwater and Strode College.

Consultant's comments

Shapwick's motto is, 'the same road by different steps'. Some students have spent longer than the two years in sixth form to achieve their qualifications. but the sense of working inside a family makes this a natural process. Pupils and young people have much care taken over their self- esteem and confidence. The building of these foundations is clearly seen as vital to produce happy and fulfilled young people. The school offers them the same opportunities as those without SpLDs.

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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
 - ii. Support for policy from Senior Management Team
 - iii. Support for policy from governors
 - iv. Admissions Policy/Selection Criteria
 - v. Identification and assessment

Information
Provided

Information Provided

The needs of pupils will have been identified by educational psychologists and or a range of other professionals

Consultant's comments

- i. This is a clearly worded document and is available on the school website.
- ii. The SLT fully support the aims and philosophy of their school.
- iii. The governors/director fully support the aims and philosophy of the school
- iv. The admission policy is thorough and clear. Pupils have initial visits and, if appropriate, then trial days. This is helpful for all pupils and particularly those from overseas.
- v. Pupils arrive with educational psychologist's reports and/ or reports from a range of other professionals. The SENCo and her team assess pupils further and it is not unusual for other needs to be identified. Pupils are assessed for reading and spelling annually.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- A focus on personalised learning with integrated therapy (5 SaLTs and 2 OTs support the wider team with their knowledge-base and individual programme development).
- Use of assistive technology (speech to text, readers, accelerated reader programme, Nessy Fingers, coloured papers, overlays etc) within a broad and balanced curriculum with acknowledgement for the need to provide practical, visual and applied methodologies.
- Students' processing abilities will be analysed and this will inform the wider team of environmental factors e.g. positioning in the class room, adapted communication
 - Personalised learning programmes
 - Progress-tracking system to identify further input e.g. 1 to 1 support or reading clinic
 - Cohesive, supportive, warm interaction between staff and pupils whilst maintaining discipline and good manners/respect
- Therapists on site and fully integrated into school e.g. listen to readers and access to 'pit stop' to visit for counselling if feeling stressed. Social skills groups and 1:1 professional counselling service

Consultant's comments

The school does everything it can to cater for individualised needs both inside and outside the classroom. It is clear that this approach means that pupils are able to access lessons with minimum stress. Seating plans are carefully thought through; use of posture balls and movement breaks all blend seamlessly into the curriculum. The acquisition of Docs Plus and training on

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		its use, puts Shapwick at the leading edge of new technology for SpLDs and it is most impressive to see such investment by the school. Shapwick should perhaps consider making a qualified school counsellor available on a weekly basis without a charge, given the link between SpLDs and mental health.
	e) Number of statemented / EHCP pupils:	50
		Consultant's comments This is just over half of the school and is not surprising given the level of expertise at Shapwick.
Independent Schools only	f) Types of statemented needs accepted:	SpLD (Dyslexia/DCD/Dyscalculia/Dysgraphia) additional co-morbidity ASD, ADD, ADHD, Communication differences.
		Consultant's comments The school accepts a wide range of SpLDs and often with co-morbidity.

3. Identification and Assessment

Criterion 1
DSP 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:
- Statements/EHCPs
Ed Psych Reports
SaLT and OT Reports
Previous school reports
SpLD assessments
Assessments during trial week
- Consultant's comments**
Many students come with a statement or EHCP and all with specialist reports.
- b) Give details of what action you take when children are identified as at risk of SpLD
- All students have a primary diagnosis of SpLD. However, once a student is at Shapwick other specific learning or social difficulties may become more apparent e.g. co-morbidity is common within the SpLD population as a whole. Assessments will be carried out to determine severity and nature of SpLD this results in an IEP and personalised programme.
- Consultant's comments**
The range of therapists and specialists at Shapwick means that further assessment by a range of professionals is always possible on site if required.
- c) Give details of how children in your school can access a full assessment for SpLD
- Through the school's therapy team and external support e.g. Educational Psychologist. Shapwick has four qualified SpLD teachers who also carry out assessments as necessary. A full assessment is more frequently necessary for recommendations for examination concessions.
- Consultant's comments**
Formal and informal assessment is always possible and the school carries out the required assessment for JCQ for access arrangements.

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4. Teaching and Learning

4. a) How is the week organised?

Monday – Friday x 6 timetabled lessons 09.15 – 15.55 then Enrichment/Prep
Saturday x 4 timetabled lessons 09.15 – 12.35 then Enrichment

Consultant's comments

Pupils are kept very busy but with so many adaptations in the classroom, and support outside the classroom, they seem to manage the busy five and a half day school week. Additional support/therapy lessons are managed inside the timetable.

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

2 x formal Prep sessions per week for all students with high student/teacher ratio. Homework is managed as part of the school day and generally not sent home or to the Boarding House.

Consultant's comments

This is entirely appropriate and instantly addresses what can become a stressful issue for those with SpLDs and their parents. Sixth formers are supported in the new sixth form centre when not on timetable at college. They return to Shapwick to study during the day and support is always available.

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

- *Curriculum subjects*
- *Literacy support*

Curriculum: Trained teachers in class and Specialist teachers/therapists using therapeutic approaches plus resources to meet needs of visual and kinaesthetic learners where appropriate.

Assistive technology and associated software

Literacy Support: 1:1 in-class and withdrawal

Consultant's comments

7 lessons were observed and so it was not always possible to view opening and plenary sessions. Lessons were almost all multisensory and ranged from three to eight pupils. Teachers clearly knew their pupils well. The lessons were ambitious; key stage 2 pupils were engaged in a lesson on speech marks, making use of a punctuation pyramid to chart their progress: Video clips and Doc plus was also in use. A year 10 history lesson of 4 pupils dealt with challenging vocabulary: tallage and dowry amongst others. This was explored with visual material on the whiteboard alongside their own small flags of each term. It was a powerful example of a multisensory approach: visual and kinaesthetic learning. Staff clearly work hard to make complex material tangible and accessible. Two GCSE English lessons were visited. One was exploring poetry for the literature exam, 'The Charge of the Light Brigade'; pupils made connections with their history lessons. Homework books showed competent work, thoughtful marking and progress. The language lesson was tackling language analysis and using highlighters to identify key language and firmly establish the difference between nouns and verbs. A year 7 science lesson on how waves work was fully kinaesthetic, making use too of entertaining and relevant video clips. Key vocabulary was explained with its usage beyond science also tackled. Pupils were fully engaged and not afraid to answer and ask questions: excellent questioning was a key strength of this lesson. Pupils were encouraged to apply previous knowledge to how we hear. Wall displays on cells were three dimensional.

Criterion
3 & 4

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Science work sheets were differentiated with differing levels of writing required. Stickers in workbooks indicated how well a pupil had done and what was required to make progress. This is an approach used here across subjects. In a BTEC PE lesson a wide range of abilities were catered for: rest breaks/ a quick run around the next -door gym was encouraged at half time in this double lesson.

Time was also spent with the sixth form manager viewing the new sixth form centre. Two areas are operational but an impressive area in this former village school house will soon be converted with a mezzanine level to create more space. Here pupils can work and socialise. Study skills tutorials take place here. Shapwick has taken charge of maths and English repeats, using the expertise of its own staff. All other subjects take place at a range of colleges: Bridgwater, Cannington and Strode. A mini bus service operates with an individual pupil's timetable, ferrying them back to school to work /be based in the new sixth form building. A Shapwick member of staff is based a Strode to be available as required. Pupils are encouraged to sample boarding in sixth form as part of establishing more independent living and preparing for college/university. Pupils have sixth form social events such as international meals. They clearly appreciate the greater independence given to them by their boarding houses, alongside support when needed.

Assembly time was used as a further means to boost morale and classroom effort for all pupils in the senior school. Building on previous talks and with clear visual images, pupils were reminded that commitment and achievement begins with a stairway, and small steps allow you to make a start. The 'I can't stage' was talked about and how to overcome this barrier. Pupils were also encouraged to take part in the national 'Share a story month' through use of music, comic strips, art or technology.

The school has forged a special relationship with a rugby international and plans are in place to find a celebrity role model for the girls.

d) Use of provision maps/IEPs (or equivalent):

Two examples enclosed

Please indicate **two examples** enclosed

Consultant's comments

The IEPs give clear indications of pupils' needs, as well as up to date assessment results. They are updated termly and also include input from students who are encouraged to identify their strengths and challenges as well as what helps, alongside some further information about what they enjoy. These contain reviews of targets from previous IEPs and attainment grades from teachers. Targets come from subjects and include therapists and a tutor overview. The action column details how these targets may be achieved and finally the success is evaluated. These are detailed documents but are holistic with a strong involvement of the pupils.

e) Records and record keeping:

Teachers adapt the National Curriculum into medium-term planners. Daily lesson plans for some lessons. Engage and the school's Progress Tracker are used to record assessments and track progress. Each student has a flight path with stated expectations of levels of achievement. If student dips below the expected level, interventions are put in place to address the under-achievement. This informs future planning and teaching.

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Consultant's comments

Staff are able to access this documentation on line. Streamlining has recently taken place so that the IEPs are also reports with the inclusion of subject feedback and targets. Reporting to parents happens half termly.

Criterion 3

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

The school has a structured and supportive admission procedure which ensures good liaison with local authority personnel amongst others to be sure that all necessary documentation is provided. Individual risk assessment and behavioural management plans may be generated prior to admission, alongside an initial care plan from the local authority. Shapwick has established a systematic approach for maintaining admission records in line with current legislation. This means detailed documentation is there from the start of a pupil's time at Shapwick.

The files of two pupils were viewed. These were indexed and contained the required pre-admission information, details of EHCPs and reviews, reports from specialists, the IEPs, alongside all other email /letter correspondence with parents amongst other things. One pupil had 3 files as he had been in the school quite some time. The ring binder folders and dividers made it easy to access all key information and clearly follow a paperwork trail of a pupil's educational and SEND history.

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	N/A				
SpLD Pupils	N/A				

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C 9 - 4	Percentage 5+ A* - C 9 - 4	Percentage 5+ A* - G 9 - 1
Whole School	16		50	75
SpLD Pupils	16		50	75

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						

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

Functional Skills English and Maths
Assessments – WRAT, YARC - Reading, spelling, numeracy and comprehension

Consultant's comments

66 % of pupils achieved a C or higher in their GCSE English language in June 2017. The head of English (who also holds a level 7 qualification in dyslexia and literacy) works tirelessly to train pupils in the skills required for the exam papers, always being mindful of where each pupil may best pick up marks and appropriate access arrangements for success. 50% of students achieved a C or above in maths. The head of maths was at Shapwick for many years but left to become a head of another specialist school; he has recently returned to Shapwick. The head of science is aware of the need to fine tune science/ single science GCSEs to the strengths of the pupils. A particular strength of the school is the wide range of GCSE options available: art, drama, IT, DT, (BTEC sport) amongst others. Whilst MFLs are not on offer, Mr Wylie would bring in tutors if this was required.

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

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

Small class groups, assistive technology, 1:1 withdrawal and targeted therapeutic support, well trained staff, interactive whiteboards, laptops, appropriate software – Nessy, Alpha to Omega, THRASS
Also overlays, coloured paper, reading pens, Accelerated Reader, speech to text and text readers. A focus on practical and applied learning.

Consultant's comments

Docs Plus is likely to prove a real strength on the assistive technology front for exam arrangements and well beyond this to classroom reading and writing tasks. There are plans too to develop voice assisted technology; this would be welcomed by many staff for use in the classroom. The school might like to think about taking a morphological approach to spelling into the senior school: this can prove a stronger route for those with difficulties in phonological processing; this might well link in to subject specific vocabulary in the classroom.

- Criterion 5.2 b) ICT:

Laptops, interactive whiteboards, specific software, EnglishType, Read Write Gold, Accelerated Reader, Doodle, Units of Sound, docs plus

Consultant's comments

Pupils were observed using laptops and iPads in lessons and teachers made much use of their interactive whiteboards. Reading pens have been a great success in lessons and for exam use.

- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

Extra time, Scribes, Readers, laptop, Oral Language Modifier (OLM), prompt, extra/extra time

Consultant's comments

Year 9s are assessed for access arrangements in the summer term; year 11s are reassessed in the spring term. The SENCo is also responsible for the

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Criterion 5.4		assessment of its sixth formers for access arrangements. The school makes use of the full range of arrangements and has a wide battery of assessment tests.
	d) Library:	In main foyer and in student hub. English classrooms house the Accelerated Reader programme.
		Consultant's comments
		I understand that fiction is available in the English classrooms. The accelerated reader programme is a real strength in encouraging reluctant readers.

6. Details of Learning Support Provision

DSP 6.1	6. a)	Role of the Learning Support Department within the school: Integrated support in classrooms and withdrawal sessions on 1:1 or 1:2 in literacy/study skills/subject specific vocabulary. Assessing for concessions for examinations. Occupational and Speech & Language Therapy in class and withdrawal for 1:1 and on occasion 1:2. Social Competency and Communication, Emotional Literacy in small groups.
		Consultant's comments
		This is all that you would expect in a school such as Shapwick. Pupils are very aware of the links between one to one sessions and their classroom work.
	b)	Organisation of the Learning Centre or equivalent: Specialist teachers are located throughout the site with the therapists based on the whole at Church Farm. All of these staff work in classrooms as well.
		Consultant's comments
		Church Farm has a warm and friendly feel but of course these staff and their approaches are fully integrated into the school. The therapists and specialist teachers often visit classrooms for observations as well as helping some pupils through rephrasing of curriculum content and helping pupils access lessons. Being based together allows for discussion and best practice to be shared. There are two therapy rooms which are well equipped although therapy balls, ear defenders for auditory processing disorder, and fidgets and so on are often part of the classrooms. Gross motor skills are addressed and there is a fine motor skills key stage 2 group. Lego therapy is available and also social communication groups. Resilience is tackled. The staff here give induction to new staff as well as on going staff inset.
	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery? SENCo leads a weekly meeting at which individual students are discussed with regards to their learning needs. This meeting provides detail to the IEP and interventions within the classroom.
		Consultant's comments
		The SENCo is also consulted by SMT and invited to senior management meetings as appropriate.
	d)	Supporting documentation, please indicate enclosed:

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

Information Provided

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

There are 6 staff with a SpLD qualification at level 5 or above; one member of the English department is completing a masters in complex needs and specific learning difficulties at Plymouth university. The school has 4 speech and language therapists and 2 occupational therapists. 6 staff are currently undertaking a level 4 qualification in specific learning difficulties.

DSP 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)?

No

Consultant's comments

4 of the 10 English/literacy teachers have qualifications in SpLDs at level 5 or above and another department member is completing a masters in specific learning difficulties and complex needs. There is extensive and on-going staff training: on Mondays evenings a range of issues have been covered: working memory, Docs Plus, interpreting test score, techniques for marking amongst others. Other recent INSET has included recognising and supporting a range of SpLDs; SaLT and OT overview is an inclusive part of termly INSET.

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?

A meeting with the heads of English, maths and science suggested a firm understanding of the needs of their SpLD pupils within their departments and the need to tailor syllabus choice and exam teaching to the needs and strengths of pupils. These staff were part of HUBs/ consultations and meetings with other teachers in state and independent schools for advice/discussion on changes to the exam syllabuses in their subject. There were concerns that functional skills do not allow reader or scribe. BTEC PE is provided instead of the GCSE to make this subject more accessible and because you can choose when a pupil is ready to take an on-line assessment. The PE department are hoping to be a pilot school for a year 10/year 11 course from Active IQ. A wide range of sporting opportunities are available with individual sports such as trampolining on offer. The careers department is an active one and work experience is encouraged in year 10. Feedback from pupils and parents suggested that pupils' needs were being met. Lessons observed were multisensory: pupils were engaged, and progress was being made.

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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:

7 parents were spoken to, between them with 8 pupils in the school, ranging from key stage 2 to 6th form. Parents/carers were overwhelmingly supportive of the school and what had been achieved for their children. A number reported finding Shapwick as life changing both for their children as well as the rest of the family. One parent felt that the June 2017 Ofsted inspection had used the wrong criteria for this type of school and had failed to understand the school's strengths and purpose. Parents noted that the transition process to Shapwick had been carefully and professionally handled and a number commented on having completely different children who were now happy to go to school: severe anxiety had been removed.

Reading/writing phobias had been overcome: some had recently read an entire book for the first time. Therapy had often proved invaluable. Difficulties were 'normalised' and students were good at supporting each other. Laptops were encouraged lower down the school and provided the impetus to get pupils writing, when handwriting was clearly not working. Parents felt the staff were dedicated and fully understood their children. The range of their difficulties was wide and often included those with good verbal ability: their frustration was understood. Parents reported good progress matched against their children's targets and the academic side of the school was described by one as fantastic. Parents were pleased with the half termly reporting procedure. There was a concern about numbers of short stay maths teachers and the return of the former head of maths was much appreciated. One parent felt that the sixth form provision was not good value for money and especially when some students do not need high levels of support at school or college.

Some parents had discovered Shapwick from the other side of the world and moved to the South West of England to be close by. Service families are amongst those at Shapwick as well as a number of international students, working inside a second language so that they can access specialised teaching and support. All parents were happy with the boarding provision, using it for a range of weekly boarding to a more full-time basis. Boarding houses were described as having a 'homely feeling'. Whilst there had been some instability with house parents in one boarding house, this problem, parents felt, has now been resolved and pupils were now much happier with the changed circumstances/staffing. There is plenty to do at weekends and the school makes provision for those who play sport for local clubs arranging transport and attendance at coaching sessions as well as matches. Communication with school was good and all commented that emails to a

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.

tutor were responded to very quickly and concerns tackled. The school, they felt, had time for quirky behaviour and the many adaptations both inside and outside the classroom (sometimes the dining room) made such a difference and allowed their children to access the curriculum and feel comfortable in a school setting. For some, for example, the movement breaks were no longer necessary. Self-esteem being tackled was a key factor for many and this was strengthened through a range of achievements being celebrated. Parents would be keen to see some form of live streaming of events so that they can be fully involved in school life and especially when they are outside the country.

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

4 pupils were spoken to over lunch and another 6 as I was guided around the campus and talked to Year 12s and 13s in the sixth form centre. All were positive about the school. They liked the vertical tutoring and were appreciative of support from tutors. One commented that this was a school in which it was easy to concentrate, and another pointed out teaching pupils was easy for the teachers as they 'know us, know what you need and what you find difficult.' Those having therapy spoke appreciatively of it. A speech and language therapist helped with tricky vocabulary in science and maths teachers made it easier for them to understand as they break it down into pieces. They were grateful for the access arrangements to help them. Boys were appreciative of the sport on offer although it was pointed out that there were more summer options for boys' sport than for the girls. Boarding houses were seen to be relaxed places where you can unwind and relax. They were appreciative of the weekend trips on offer: the tank museum, mountain biking, shopping trips to Street, Bath and Bristol as well as the cinema. Some spoke of their activities towards the Duke of Edinburgh bronze award. I was also told about the anti-bullying ambassadors in every year which seem to work. Prefect ties are clearly much sought over and the interviews for head of school next year were also a topic of discussion. Pupils generally find the food good.

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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	✓
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	✓
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Shapwick has been through difficult times recently but the change of school ownership has now placed the school on a more secure footing; parents feel happier: the principal and staff are now looking forwards, taking with them the strongly established values and ethos of the school, whilst recognising the need to implement change. Adrian Wylie is now Principal, overseeing these development and changes. He is now supported by Helen Lush as headteacher. The February 2017 Ofsted residential compliance report identified the many positive features of the school. The June 2017 Ofsted report gave clear guidance on what needs to be done. Many of these requirements have been tackled and are now embedded in procedures as well as policy documentation. In future the school will be inspected by ISI.

Shapwick is a delightful rural/country school with beautiful grounds and buildings and a sense of being a home more than a school. For many pupils it is a sanctuary but encouraging metacognition and that transition to independence is part of the process of being at Shapwick. Parents have much confidence in the school and are very happy with the support and education their children are receiving: for many it has been life-changing.

Shapwick satisfies the requirements for DSP status with CReSTeD