



Council for the Registration of Schools Teaching Dyslexic Pupils

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

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

Please refer to the guidelines when completing this form and, if possible, limit your application to a MAXIMUM of 11 pages. (excluding Summary, which is for internal use.)

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore, your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the registration / re-registration process is *indicated in red* within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category? (re-reg only)	SPS	Change of Category? (re-reg only)	NO	Category applied for (re-reg only)	SPS
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Contact Details

Name of person completing form: Meriel Davenport

Tel: 01252 792303

Email: mdavenport@morehouseschool.co.uk

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

Name of contact:

Tel:

Email:

Date of visit:	10/10/2024
Name of Consultant(s):	Kelly Challis

School Details

Name of school:	More House School		
Address of school:	Moons Hill, Frensham, Farnham, Surrey		
Telephone:	01252 792303	Fax:	
Email:	schooloffice@morehouseschool.co.uk		
Website:	www.morehouseschool.co.uk		

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

Name:	Jonathan Hetherington		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:			
Qualifications:	BA (Hons) MSc (Ed) QTS NPQEL		
Awarding body:	University of Southampton, University of Leicester, DfE		

Consultant's comments

Mr Hetherington has a vision for More House school that has developed during the twenty years that he has been working there. When he began in 2015 as Headmaster, he continued to develop the child centred/language focused approach started by his predecessor. This simple, yet effective approach of putting the pupil at the centre of everything the school does is evident wherever you look at More House. Whilst this value might have stayed the same, Mr Hetherington does not stand still and is relentless in the pursuit of improvement at More House. There is an air of hard-work throughout the school and all staff are clear and committed to the vision. More House has developed a formula for success and their mission is to share this approach with other schools and Mr Hetherington is an integral part of this outreach. He is generous in sharing his expertise with other agencies and writing opinion pieces for the national media. He continues to serve on the Board of Trustees for Helen Arkell Charity, is a member of the CReSTeD Pre-Registration committee and is a member of the Independent Schools Council advisory group - SEND. He is also the national vice chair of the Independent Schools Association.

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

Name:	Meriel Davenport		
Title (e.g. SENCO):	Director of Assessment and Therapy		
Telephone number if different from above:			
Qualifications:	MRCSLT; RSA Dip.SpLD		
Awarding body:	Royal College of Speech and Language Therapists; RSA		

Consultant's comments

Mrs Davenport has seen More House school grow from 50 pupils to 500 and shares Mr Hetherington's vision for the school; putting the boys first. Mrs Davenport's speech and language expertise has embedded language at the heart of the curriculum and the support at More House. There is notable research to support this approach. (Catts, H. W., Nielson, D.C., Bridges, M.S., Liu, Y. (2019) "The relationship between early oral language skills and literacy achievements: A meta-analysis. Claessen, M., Leitao, S., Williams, C., McArthur, G. (2020) "Phonological awareness and literacy development in children with language disorders: A longitudinal study"

1. Background and General Information

1. a)	Dep't of Education Registration No.:	936 6420		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 421	157	8-18
		Girls: 0		
	Boarding:	Boys: 74	27	10-18
		Girls: 0		
	Overall total:	495	184 *	

*53 with a diagnosis of Dyslexia only, 131 with multiple diagnoses incl dyslexia

Consultant's comments

All boys have experienced some disruption to their schooling and most arrive at More House with some form of diagnosis. This is often now an Education and Health Care Plan (EHCP) but will also include professional reports. The grounds and buildings accommodate the current number of boys relatively comfortably and whilst the shared spaces were busy, there were no overcrowded and the class sizes remain small.

- c) Class sizes – mainstream: Pupils are grouped according to need and learning style – the average class size is 12-14. Class sizes in the Sixth Form vary according to subject but range from 12 to 3.

Consultant's comments

Most classes observed had as stated above, around 12-14 and the classrooms were fit to accommodate these numbers. Some classes were notably smaller than this.

- d) Class sizes – learning support: Class sizes in LDC are between 2-5.

Consultant's comments

Lessons observed in the Learning Development class were pairs of pupils or threes on the day of the assessment.

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

Each boy has a mentor and pastoral care is considered of equal importance to academic achievements. The sharing of targets appears to result in a shared care of the boys with all teachers contributing to both their academic subject development and their foundational literacy skills. This is likely to give the pupils' confidence that all staff are invested in their wellbeing and care about their progress. In addition to this is access to trained counsellors. The OFSTED inspection in 2023 resulted in outstanding in all areas for More House including personal development and the quality of education. Special mention was made of how 'staff do not let the barriers pupils face get in the way of what they teach'. It was also noted that pupils feel safe as well as all staff being skilled at understanding heightened anxiety pupils may have regarding their special educational needs.

Independent
Schools
only

- f) Current whole school membership(s)
e.g. HMC, ISA etc.:- ISA; ISC; BSA; CReSTeD; AGBIS; ISBA

- 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 www.morehouseschool.co.uk
Admissions – prospectus and Information staff list
 - ii. **Recent Inspection reports**, please indicate copy enclosed
or provide link to view reports via the internet <https://www.morehouseschool.co.uk/information/inspection-reports>
 - 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 <https://www.morehouseschool.co.uk/admissions/fees>
- Consultant's comments**
- The website includes details of the school fees, and these include learning support lessons. All pupils receive additional support, and this is timetabled. This support meets the targets on the pupil's EHCP and can include Occupational Therapy, Speech and Language, Literacy and Numeracy support depending on what the pupil needs.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

The School's purpose is to enable boys who are intelligent to overcome the barriers to learning and success posed by specific learning and language difficulties, and associated difficulties. Too many pupils arrive at More House School with weak self-esteem and belief, very aware of areas in which they feel they are not clever. We believe that it is important that our boys are helped to discover and recognise their strengths so that they build their self-esteem and confidence. We seek to instill self-belief and encourage every pupil to have high aspirations for himself. It is important that our pupils become comfortable with who they are, recognising that everyone has within their character areas of strength and areas of weaker skills. This confidence and aspiration lead our pupils to achieve astonishing academic results and social outcomes. Our pupils leave More House with the skills and understanding necessary to be independent, self-sufficient and active members of society. They have developed a broad understanding of, and promote, the differing views and experiences of our multicultural, international society. In short, our purpose is to empower all pupils to transform their futures.

Consultant's comments

It is apparent that More House school works hard to support the needs of the pupils in attendance, and this means not standing still and constantly evolving and developing what is on offer at the school. This not only includes the broad curriculum but also the extracurricular offer and the pupil's perception of their needs and their future. Comments from pupils included, "I feel understood here and it is easy to make friends". The school statement of purpose is aligned with comments on the website about supporting a pupil's self-belief. Throughout the visit, how the school supports self-belief was reflected upon and evidence gathered demonstrated that More House fulfil their purpose and the pupils develop a self-belief which is witnessed by their parents (see parent comments later in this report) and was evident when speaking with pupils around the school. One example given on the day was of one pupil who arrived at the school

and refused to go into the classroom. The pastoral team had the capacity and time to work with the pupil and engage him in other activities to build his confidence enough to join his classmates when he was ready.

The school has developed a curriculum called 'Beyond the Label' pioneered by the Head of training and outreach, Eleanor Margesson. This approach is underpinned by research at the [Centre for Attention Learning and Memory – Centre for Attention Learning and Memory](#) and has led to a collaboration with the organisation to research the approach further. The school has trialled this approach for the last year and whilst it is likely too early to measure the impact, it is evident that this approach has been embraced by the teachers at More House and the pupils respond well to it. This combined with the daily support for the foundation skills ensures that each pupil's individual needs are met without being restricted by strategies for specific learning difficulties.

Criteria
1 & 2

- b) Please indicate copy of **Staff Handbook (SH)** enclosed
- c) If not within SH, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:

i. **Policy for SEN/SpLD**

www.morehouseschool.co.uk

Information/ Policies for i, iv and v iii ,
our school / staff and Governors for iii -
at least 3 governors serve on the T & L
Committee

ii. **Support for policy from Senior
Management Team**

ii policy attached

iii. **Support for policy from governors**

iv. **Admissions Policy/Selection Criteria**

v. **Identification and assessment**

- i. The school have a disability, equal opportunities and curriculum policy which included information you would expect to find in a SEND policy. The Disability policy states the importance of matching the school's skill set to the needs of a prospective pupil. It states the limitations of the school grounds for wheelchair users. It recognised that long term changes could be made but at 'prohibitive cost' to the school. If any notable changes to the premises were considered in the future, it would be recommended that accessibility, particularly for wheelchair users was considered as a high priority. All policies are reviewed at the same time each year and some link to relevant national or legal guidelines. There is also a Learning Development policy which explains the targeted literacy, occupational health and speech and language lessons which all pupils have access to and details staff responsibilities and provision for prospective pupils.
- ii. Support for the Policy from the SMT: The Director of Assessment & Therapy and the Head of the Learning Development Centre are both members of the Core Leadership Group, alongside the Headmaster, his deputies, the Assistant Head (Training & Outreach) and the Chief Operating Officer, and are therefore also members of the wider Senior Management Team. The extended Senior Management Team (SMT) comprises the Head of Safeguarding, Head of Senior Years, Head of Sixth Form, Head of Junior Years, Director of Pupil Progress, Director of Co-Curricular & Enrichment, Head of I.T. Services and Head of Human Resources.
- iii. There is notable involvement from the Board of Governors in relation to policy review.
- iv. The admissions policy has been given serious consideration at More House as they work hard at creating the right atmosphere for learning and want to

- ensure that those boys who do attend get the most out of their time at the school.
- v. The ongoing assessment, due to the level of expertise of the staff enables the staff to monitor closely any dips in a pupil's performance and they are able to implement strategies or further assessment without delay. Staff use positive and constructive feedback which supports the pupils in developing their independence.

Consultant's comments

More House have worked hard to align their curriculum approach to what works for learners with additional needs. This has resulted in less focus on specific learning difficulties or SEND but this purposeful and evidence-based approach is resulting in greater engagement from the pupils and better outcomes. This is not only related to their impressive GCSE results but as Mrs Cavannagh commented when telling me about Founder's day, the boys here leave as lovely young men.

Criterion 4

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

All students have a visual timetable, which is colour-coded according to subject, facilitating prompt attendance at each lesson.

Form groups meet with their tutor at the start and end of each day to plan for the day, to monitor homework assignments, to follow up on concerns swiftly and to celebrate rewards; this is particularly supportive for those with organisation and language processing difficulties.

A register is taken in each lesson from which the teacher can see the student's diagnosis and his weekly challenge, in order to monitor his progress in each lesson and differentiate the content of the lesson appropriately.

Those with a diagnosis of dyslexia will be given extra opportunities to read in class; boarding staff will read with boys in the evening. English teachers spend one lesson a week in the library promoting reading. Literacy tutors promote reading within LDC sessions and also in regular library lessons.

In accordance with JCQ regulations, each student is assessed by the Head of the Learning Development Centre, when in Year 10, to ensure that all the support to which he is entitled, is in place to enable him to do himself justice in public examinations.

Consultant's comments

The weekly challenge is a good example of how More House has implemented the little and often approach which is often advocated to achieve automaticity related to spelling, reading fluency or learning vocabulary but can be hard to do if addressed through one to one. Each teacher will give the boys their target at the beginning of the lesson. For example, spell 'puff' or put the word flamingo in a sentence or give a number bond up to 10. This means the boys are exposed to their target several times a day all week.

This individual approach is also extended to the boarding houses with the boarding staff, also trained in 'Beyond the Label', taking the time to understand what each boy needs in order to support their independence. A theme of the school appears to be managing change, and an example was provided of increasing independence. The boys will be given step by step instructions on keeping their rooms tidy, for example, and this is built upon until sixth form where they are then expected to do their own washing etc. This incremental increase in complexity of skills reflects the curriculum approach and is a dyslexia friendly strategy.

Staff in the boarding houses continue to use bullet points, checklists and visual reminders to support the boys' self-organisation and independence.

Independent Schools only	e) Number of statemented / EHCP pupils:	363 with 47 more in process
	Consultant's comments	The review process is a weekly task for Mr Hetherington and Mrs Davenport to complete, but all teaching staff are involved in the annual reviews process with many having training and experience in chairing annual reviews, and ALL pupils have a review irrespective of whether they have an EHCP. More House's strong identity has given them the confidence to challenge ways of working which do not serve them; for example, rather than completing the different forms needed for reviews with local authorities, More House has developed one which meets the needs of all of them. An innovative but practical solution to a time-consuming process.
	f) Types of statemented / EHCP needs accepted:	Average range of cognition. Dyslexia; Developmental Coordination Disorder; Autistic Spectrum Disorder; Attention Deficit (Hyperactivity) Disorder; Developmental Language Disorder, Social Communication difficulties. Most pupils have complex co-occurring difficulties.
	Consultant's comments	During the visit I was shown a spreadsheet of the learning needs at More House which outlined that the majority of pupils have co-occurring difficulties and as it is impossible to know which specific difficulty will need addressing at any one time, More House has developed an approach which is 'Beyond the Label' to ensure that all needs are met and the approach is not specific to one particular learning difficulty.

3. Identification and Assessment

Criterion 1 SPS 6.9	3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:
	The Admissions Team start with an in-depth phone conversation with parents, following which all reports are submitted by parents, including EP assessments and reports and other professional, school and medical reports. Having scrutinised these reports, parents of possible suitable candidates are invited to the school for a frank discussion with the Headmaster. The boy is then invited for a visit to the school, between one and three days, to experience the school environment. Teachers and therapists informally assess his needs to ensure that suitable candidates are able to manage the school's curriculum and social interaction.
	Consultant's comments
	Taken from Website "Each pupil is assessed prior to entry for his learning difficulties, literacy needs, Speech and Language Therapy needs, Occupational Therapy needs and numeracy needs. This assessment informs an individual plan of appropriate targets which is then supported through the School's one-to-one mentoring programme for every pupil." All pupils arrive with a specialist report or Educational Psychology report and more often than not with an EHCP. The admissions process is thorough and as stated in the Disability policy, the school take time to ensure that the pupil is matched to the school's skill set and the school are confident they will be able to meet the pupil's needs. This results in a low number of the pupils leaving the school before the end of their time at More House.
	b) Give details of what action you take when children are identified as at risk of SpLD
	Through EP assessments, Literacy tutor assessments and evaluation, LASS assessment annually.
	Consultant's comments
	As explained below, most additional specific learning difficulties can be explored by the in-house team, and all pupils arrive at More House with identified difficulties. If

additional difficulties are identified, the staff can complete a range of further assessments and the need for additional educational psychologist assessment is less prevalent than in other schools.

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

There is one Literacy Tutor who is qualified to Level 7 who can undertake full diagnostic literacy assessments. If further assessment is required parents are advised to access the services of an independent specialist assessor. SALT and OT assessments can be undertaken by the team of in-house therapists. The LASS assessment is delivered on entry to the school and then annually.

OTs and SALTs do a screening assessment on each new boy. The Literacy Team have developed a comprehensive baseline assessment which is completed annually with each student receiving Literacy Tuition which informs individual targets and session planning.

Consultant's comments

In-house professionals can provide a high level of assessment in relation to dyslexia, motor coordination and speech and language difficulties. The multi professional team can also liaise and work together on complex cases ensuring any further referrals are carefully considered. Because of the thorough induction process and the regular learning development lessons, the need for additional full assessments does not appear to be such a priority at More House school as it is in other settings.

4. Teaching and Learning

4. a) How is the week organised?

The school follows a nine-day timetable, during which pupils follow a traditional programme of learning, organised in six, one-hour teaching slots with travel time between each. Every alternate Friday, called 'Flexi-Friday', each year group takes one subject for the whole day on a rota. Year groups 4-8 have access to 1 hour per day in the Learning Development Centre according to their needs and Years 9-11 are allocated 5 hours per fortnight.

There is a wide range of extra-curricular activities available to both day pupils and boarders at the end of the school day.

Consultant's comments

Flexi-Friday was a firm favourite with the pupils who explained how it was an opportunity to explore a subject in greater depth. The year 8 pupils were off to Ninja Warrior as part of Flexi Friday. Whilst this gives the younger pupils an opportunity to experience subjects from a different perspective, with older pupils this provides them an opportunity to consolidate and deepen their understanding of a subject by immersing themselves in it for a day.

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

Therapeutic provision/ Literacy Tuition is given daily in the LDC as part of each pupil's timetable. As this is integrated into the timetable, there is no withdrawal from lessons. A considerable number of day pupils elect to attend supervised prep sessions during 'Activity Time' and can thus receive direct support from teaching staff. Boarders undertake their prep in the evenings under supervision. Homework, like all study, is differentiated. Parents can access details of homework tasks online from the parents' section of the school database and are encouraged to use the homework diary to share useful information about their child's progress with the form tutor. There are several online programmes on the database to support homework, such as GCSEpod, MyMaths, Seneca.

Criterion
3 & 4

Consultant's comments

The pupils interviewed on the day were enthusiastic about the homework, enjoying the project-based learning and were particularly animated about the drama homework which involved creating masks and then using them for a performance. They did not feel the homework was onerous and recognised that it linked to their learning. Boarding staff commented that boarders have time to enjoy activities before completing their prep and during the prep time there is often a mix of paper exercises and online activities including subject specific apps and computer programmes.

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

All lessons are prepared, differentiated and delivered to meet the individual needs of the pupils. Teaching is multi-sensory. There is an emphasis on language skills and key words. Pupils are able to show their understanding and knowledge in a variety of ways other than written tasks, such as oral feedback, visual posters, diagrams etc. Teachers ensure understanding of topics through careful questioning and frequent revision. Specialist literacy tuition is delivered in the Learning Development Centre by BDA qualified (or equivalent) tutors in small groups. Boys are grouped according to level of need. Literacy tuition is designed to meet the individual needs of the pupils and is structured, multi-sensory and cumulative. Further support is given through Speech and Language Therapy and Occupational Therapy to address the complex needs of the pupils. Some also receive numeracy support.

Consultant's comments

Three lessons were observed on the day, two English lessons and one maths lesson. As it was a busy agenda, time spent in each classroom was limited but each lesson reflected the Beyond the Label approach with a clear focus on language. The lessons observed were from year 6 to 11 and it was a good opportunity to see how the boys progress and how their skills develop. The math's lesson had lots of movement between tasks giving the boys an opportunity to move out of their chairs. The tasks themselves including a task on the computer, pair work and small group work with the teacher supporting each group where it was needed. All the boys were engaged, and the teacher challenged the pupils when they got stuck. This was framed to support independence and a try before you ask approach.

During the English lessons, key words were provided on the handouts as well as being discussed as a group. During the lesson of year 11 pupils their language demonstrated a level of sophistication and engagement with the set text. The year 9 lesson focused on a set text and the book had been chosen for its engaging story but also the illustrations which were used to support the analysis of the story. The boys had a choice of whether to follow along with the text or sit and listen.

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

Each pupil has an Individual coloured timetable. Each pupil has a personal profile of needs on entry to the school. All teachers can access this through the school's database.

All pupils have an annual review during which targets for the year are set.

Each pupil has a mentor with whom he meets weekly to discuss and set a 'weekly challenge'. This is monitored by the teachers in each lesson, so that progress is made and measured in small steps, working towards achievement of the annual targets. In this way all teachers take equal responsibility for the development of learning skills.

Please indicate **two examples** attached

Consultant's comments

Two visual timetables were seen and were easy to follow using either the image or the written subject name. Whilst IEPs provide the basis of the work done in the Learning Development department, the targets are also shared with teachers. Pupils are grouped in the LD department depending on their learning targets, but all support is in small groups.

e) Records and record keeping:

Pupil Progress is tracked through regular assessment of skills, according to department. In Years 4-9 teachers mark the achievement of skills as the pupil masters each stage of his learning in all subjects. In addition, parents are sent half termly grades measuring achievement, effort and homework. In Years 9-11 progress is graded half termly, measuring target grade, working-at attainment grade, effort, behaviour and homework. The Behaviour for Learning programme of rewards and sanctions are all recorded. All records are kept on the database. Therapists record the content of all sessions, as required by the HCPC.

Consultant's comments

The school's management information system (Engage) is accessible by all staff throughout the day. Each Learning Development session works towards set targets and these relate to the pupil's EHCP, if relevant. All sessions are planned, and outcomes recorded for the pupils. Whilst the pupils are in groups, the pupils work toward individual targets. There is also a two-way radio to contact Senior leaders in case of emergencies. Parents have some access to this database for checking timetables and homework. There is an English tracker which has identified the 14 skills that are required for GCSE English and each pupil's competence in these skills is RAG rated.

Criterion 3

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

Two histories of provision were provided by the school which outlined the progress made by each of the boys. The first had diagnoses of dyslexia and developmental language disorder and his processing speed was in the extremely low range. He received 2 hours of literacy intervention, speech and language and occupational therapy and an hour of numeracy a fortnight. This was reduced in year 9 and in years 10 and 11 he received 3 hours of learning support and one hour of SLANG a fortnight. He is now attending a mainstream sixth form college having passed his GCSEs with grades between 4 and 7.

The second pupil had co-occurring difficulties which affected his processing and reading including comprehension, accuracy and speed. He also had some difficulties with writing. He received specialist tuition from years 4- 9. In years 10 and 11, some home tuition was required and his teachers at More House supported him. He returned to sit his GCSEs and continued on to sixth form. He has since started a degree in Biochemistry at Southampton.

Criterion 3

g) Impact of provision – assessment summary (only fill in the Key Stages relevant to your school): 2023-24 year

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	77 (yr 12 51 yr 13, 26)	27 for graded qualifications	98%	17%	N/A	N/A
SpLD Pupils	8	8	100%	0%		

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	61	70%	70%	99%	5%	13%	82%
SpLD Pupils	24	80%	46%	71%	17%	13%	70%

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						

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

EPQs

Consultant's comments

Whilst it is difficult to know the impact of the change in provision for the pupils, if comments from parents are considered in relation to the struggles which their sons had faced prior to attending More House and how when they joined the school their literacy skills are often behind those of their peers, a 98% pass rate for GCSEs grade A-E is impressive. Furthermore, comments on the day that almost half the boys leave More House to attend university, More House can afford to be ambitious and have high expectations of the pupils in attendance.

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

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

Resources are used in all lessons and therapy sessions. Many of the resources are designed by the staff, through on-line activities, visual and kinaesthetic activities, games, electronic equipment etc.

Adaptive technology, such as Microsoft dictation and immersive reader, Read and Write Gold, and Reading Pens are available to support independent access to written materials and the production of work. Pupils are supported to identify which methods work best for them and to acquire the skills necessary to use them effectively in lessons. This supports them to develop their independence and assists in the preparation for their public examinations.

Consultant's comments

During observations, it was apparent that most of the pupils worked in their books, however, assistive technology is available. Pupils start to practice their access arrangements including using a scribe and technology during year 10.

Criterion 5.2 b) ICT:

There are 4 general ICT suites as well as those in different departments, including Science, Music, Engineering, Photography and Media. They are networked around the site for children and staff to use. ICT and Computer Science is taught both at GCSE and A level and through the ECDL programme.

There are banks of laptops across most departments in the school. Boys may bring their own laptops when they are able to take responsibility for them.

Reading pens have been introduced in English and LDC lessons as an aid and in preparation for exams.

All pupils are encouraged to develop efficient typing skills.

The Sixth Form have their own building with ICT provision.

The new library has many resources from computers to audio books and programmes.

Staff and pupils use Office 365 and the associated apps.

Consultant's comments

No IT lessons were observed on the day, but the pupils spoke about the IT lessons with enthusiasm expressing that the availability of different coding programmes improved their programming skills. It appeared that More House treats subjects like professions and whilst I did not see an IT lab, I did see the new photography and digital art studios which included technology and were set up to reflect what it might feel like to work in that profession. The school also has an E-Safety policy designed to protect the pupils when using IT and the internet.

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

All boys are assessed at the start of Y10 for the following access arrangements: 25% extra time; reader, computer reader, reading pen, scribe, word processor (with or without spell-check enabled), prompt, supervised rest breaks. Almost all students are eligible for one or more access arrangements.

Pupils sit mock examinations in Years 10 and 11 with their full access arrangements, to provide them with practise using them under exam conditions and to ensure that the right arrangements are in place. The Academic Assessors, the Deputy Head

(Academic) and the Exams Officer meet following the exams to discuss any adjustments that need to be made. Following the mocks, readers and scribes provide feedback on pupils they have supported so that learning support can be individually tailored for pupils in the preparation for their exams.

Consultant's comments

Due to the volume of access arrangements required in the school, they have developed a system for supporting all the pupils that is inspected every year by the standards and testing agency. Their expertise in evidencing Exam Access Arrangements could be another area in which More House provide other education establishment with professional guidance and support.

Criterion 5.4

d) Library:

The library is staffed by two librarians, who spend time advising students on suitable materials. They offer a much broader range of literature for all students, ranging from picture books and graphic novels to Shakespeare texts and reference books. Included in the library is careers information, magazines, access to ebooks and audiobooks. Two Clevertouch boards are utilised for a range of purposes and the ebook /audiobook platform, Sora, is available to all pupils and staff for access in and out of school. Staff are also able to use the available resources. Boys may choose to spend time in the library at break times for reading, study or research. Fortnightly English lessons take place in the library. A classroom section serves as study space for sixth formers during their study periods and computers connected to the network provide additional digital access.

Consultant's comments

The library was buzzing with activity on the day of the visit and the array of books which are both accessible and engaging was impressive. The layout with plenty of places to sit and enjoy a book and a variety of shelves to display both fiction and non-fiction books, made it somewhere to browse and spend time. It was inviting and there was a lot of thought that had gone into the provision. An example being if any books are also available as an audio book, they are identified with a sticker as are those that have a digital copy available on SORA. English lessons are timetabled in the Library throughout the week.

6. Details of Learning Support Provision

SPS 6.2

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

The Learning Development Centre is central to the school.

LDC provision is part of the whole school timetable so there is no withdrawal from lessons. LDC staff are: 8 BDA qualified (or equivalent) literacy tutors; 6 SALTs (1 with Level 7 qualifications); 6 OTs (1 with Level 7 qualifications); 1 Numeracy tutor. 6 experienced Speech and Language Therapy Assistants and 2 experienced Occupational Therapy Assistants.

Teachers and LDC staff meet twice weekly at staff briefing.

Therapy and Literacy targets are shared with Junior School teachers to support pupils to generalise skills and to ensure that therapy is integrated throughout the school. The Occupational Therapists attend some timetabled lessons in the Junior school to support teachers with embedding strategies for emotional and sensory regulation in the classroom and to support pupils to develop their functional fine motor skills. The Speech and Language Therapists go into Junior lessons to collaboratively deliver vocabulary interventions to selected groups.

Therapists attend lessons when requested and strategies are often discussed between teaching and therapy staff. Some therapists are form tutors.

Consultant's comments

Due to the prevalence of specific learning difficulties at More House, there has been a conscious decision to plan group support lessons for all pupils attending More House and for these lessons to not only relate to the pupil's specific needs but also build on their skills required for education. In the Junior school the focus is on literacy skills whilst in years 10 and 11 the focus becomes more related to study skills. Ofsted commented on the LD provision being; 'unique' and the results are seen across the school, 'boosting pupils' confidence and belief in themselves as learners'

b) Organisation of the Learning Centre or equivalent:

The department is managed by the Head of the Learning Development Centre, who is an Occupational Therapist and holds a Level 7 qualification. Her Deputy is a Speech and Language Therapist and also holds a Level 7 qualification and has an Assessment Practising Certificate.

There is a Head of Literacy, who co-ordinates the Literacy Team and reports to the Head of the Learning Development Centre.

Each year group, in Year 4 to Year 8 inclusive, has access to a minimum of four hours per fortnight and a maximum of nine hours per fortnight of therapeutic input which is determined by need. Intervention is delivered in small groups of approximately three to six students, averaging four pupils per group.

In Year 9 students continue to access small group Literacy Skills, Occupational Therapy, Speech and Language and Numeracy Skills interventions. Students access a minimum of four hours per fortnight and a maximum of five hours per fortnight of therapeutic input which is determined by need.

In Year 10 and Year 11, students access Study Skills Support for five hours per fortnight. This includes three hours of small group support, one hour of SLANG (Science Vocabulary delivered by a Science specialist teacher and a member of the Learning Development Centre) and one hour of Personal, Social Development (delivered by a teacher and a member of the Learning Development Centre).

Consultant's comments

Several literacy lessons were observed and there was a mix of year groups. Each session included alternative ways of recording information and included lots of discussion as well as games to support the pupils' understanding of the topic. Some lessons were using iPads and laptops whilst others were using worksheets that were created for the purpose of the lesson. The pupils were all engaged and happy to contribute to group discussions. The teachers all maintained a fast but engaging pace and were able to modify questions when pupils were seen to struggle.

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

The Director of Assessment and Therapy and Head of the Learning Development Centre are members of the Core Leadership Team.

The Head of LDC liaises with Deputy Head –Curriculum and HoDs about suitable programmes of study, their delivery and differentiation.

The Head of LDC attends the weekly HoDs meeting.

Consultant's comments

There was a collegiate atmosphere, and it was evident that all staff understood and supported the curriculum.

- d) Supporting documentation, please indicate enclosed:
 i. **SEN Development Plan (or equivalent) enclosed**

www.morehouseschool.co.uk
 Information/ policies/
 Curriculum policy
 Attached
 Not supplied Due to
 GDPR

- ii. **Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff**
 iii. **List of known SpLD pupils in school**

7. Staffing and Staff Development

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

Literacy Tutor	Qualifications	Awarding Body		Date of employment
Nicola Lincoln Head of Literacy	Dip.SpLD	OCR		2018
Rebecca May	PG Dip APC	University of Birmingham		2009
Josie Elliott		MA in SpLD/Dyslexia - Level 7	Bath Spa University	2022
Victoria Retallack		Dip.SpLD PGCE Primary Education	OCR	2022
Sarah Jones		Dip.SpLD	OCR	2022
May Walker Wallace		PGCE MA in Writing for Children	University of Chichester University of Winchester	2023
Simon Clyde		PGCE	University of Nottingham	2023
Emma Glass		Dip SpLD	OCR	2022
Anna Capotorto		Dip SpLD	OCR	2024

Consultant's comments

There is wealth of knowledge both about specific learning difficulties but also speech and language and occupational therapy which have all contributed to the development of the approach at More House.

SPS 7.3

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

All literacy tutors have suitable qualifications and/or as above and meet regularly to share best practice. Literacy Tutors undertake regular CPD to ensure that their knowledge is current and up to date. Literacy Tutors deliver training to new staff about understanding and supporting literacy difficulties in the classroom. All English teachers have QTS and some have additional certificates or diplomas. All teachers are regularly trained to meet the needs of dyslexic students.

There is a comprehensive training programme for all new staff throughout the year and 8 days of INSET training, part of which is delivered by the Director of Assessment and Therapy and the Head of the Learning Development Centre. All staff have received comprehensive training on adaptive teaching methods and have all completed the 'Learning Beyond the Label' course which was devised in house. All new staff are required to complete a CPD-accredited Level 3 Effective SEND Support (More House SEND Training course) and have access to the CPD-accredited Level 4 Approaches to SEN in the Classroom qualification (More House School SEND Training Courses). Both courses are also available to all staff. These programmes ensure that new and existing staff are kept up to date with new developments and best practice.

Consultant's comments

More House have worked hard over the last year to embed an approach which aims to meet the needs of all pupils including those with specific learning difficulties. All staff have been trained in Beyond the Label and most staff now hold a level 3 qualification which includes understanding key cognitive abilities such as working memory and processing as well as the most prevalent specific learning difficulties including dyslexia, dyspraxia/DCD, autism and ADHD.

- 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?

All members of staff have a deep understanding of what works for children with specific learning difficulties. Teaching and support staff work in unison to address both academic needs as well as specific individual needs. All observed members of staff demonstrated their understanding of the pupils' individual needs.

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. GDPR means names will not be provided but parents will be contacted accordingly

For completion by consultants only: Parent Contacts:

Five parents' contacts were provided and three responded with one being interviewed over the phone. The feedback given by parents reflected the school's statement of

purpose as ALL agreed that their children were happy and making progress at More House. Parents commented that the induction to the school made the boys feel they had found 'kindred spirits' and one commented on the addition of a social story to help settle her son. There was a review after two weeks to ensure the boys have settled in well. One parent provided a 'stand out' moment for them when their son returning home from school commented 'I got two house points in one lesson today mummy and I've decided I've got a big brain'

Communication is better at More House than other schools the parents had experienced however, there are times when events are shared with little notice and Microsoft Teams can be problematic at times.

It was commented upon that in the Junior school, staff know the pupils really well and it is evident that the pupils do not have to carry out tasks which can be difficult for those with specific learning difficulties such as copying from the board.

One parent suggested that more opportunities to use dictation would support those that struggle with handwriting and to develop the use of assistive technology in the school. Boys at More House begin to see their difficulties as facets of their learning ability and not the focus. They thrive in an environment that they 'feel safe to be themselves'. Parents would value further instruction on how to use SORA so they can access it at home.


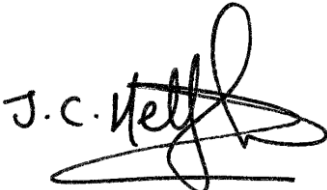
All parents considered More House to support their boys' aspirations for the future, particularly as a result of the wide range of subjects on offer.

The best things about More House included: smaller class sizes, staff expertise and the specialist curriculum, BTEC options, range of creative subjects and how they support confidence and self-esteem.

More House is considered 'wonderful' and almost the perfect school. Staff are considered approachable and 'willing to adapt to meet my son's needs'.

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

The meeting with a large group of year 8 boys started with a question posed to their parents; if you could wake up tomorrow, what would your perfect school look like? The boys' answers varied from an astroturf to a covered area to eat lunch outside. One boy commented that More House was perfect as it was lots of fun and had good lunches. This led to a discussion about the school council which the boys felt was effective and got results such as more bins and taps. They were confident that the covered area that had been requested would likely happen in the near future. It was pleasing to see that the boys felt they had a voice in the school and that they could effect change. This was a good example of building self-belief. In addition to this, music lessons were highly thought of by all the boys, particularly the opportunities to try different instruments. They all enjoyed band practice and the opportunity to practise at break and lunch times. When asked about homework none of the boys felt it was too much, and they enjoyed the opportunity to explore projects. They felt there was more homework in year 8 but remained manageable. When considering how More House supports their needs not only did they appreciate the performing arts and sporting opportunities but also that the classes are smaller, and they are not taken out of lessons in order to receive support. They commented that teachers were reasonable, and the sanctions were fair and just. They enjoy Founder's day and seeing how far the older boys have come. They felt that there were lots of opportunities for their parents to be involved at the school such as sponsored walks, sports days, fun runs and parents are welcome at More House.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
			
Date:	27.9.24	Date:	02.11.24

Please ensure:

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

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

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

Report Summary

For completion by consultants only:

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

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

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

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.	<input checked="" type="checkbox"/>
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	<input checked="" type="checkbox"/>
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	<input checked="" type="checkbox"/>
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion	<input checked="" type="checkbox"/>

Report Summary

Summary of Report including whether acceptance is recommended:

I recommend that More House school remains registered in the SPS category with CReSTeD. The inclusive, adaptive approach to the curriculum using a solid evidence base should be shared with other schools as widely as possible. It is a vision which is clearly instilling in the boys a love of learning where perhaps once it might have felt impossible for them. This gives them options, aspirations and dreams. More House also supports this development of lifelong skills and access to professions that might one day become the boys' reality. It is a special place which has really thought about what works for their pupils and consistently works to meet the needs of the boys in their care. More House pupils are far more than their learning difficulties and the 'Beyond the Label' approach is testament to the hard work the staff do to instil self-belief, ambition and a strong work ethic in the pupils. It was a pleasure to visit More House, and I wish them all the best with their outreach programme as more education professionals and establishments could benefit as I did from understanding more about More House.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
/	

For Office Use Only

Category proposed:

SPS

Consultant's name(s):

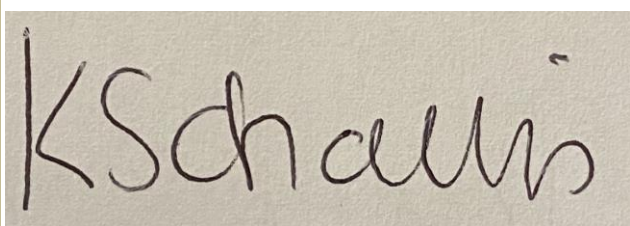
Kelly Challis

School information received proficiently:

Yes

Consultant's signature:

Interim Chair's signature:




Date:

21/10/24

Date:

06/11/2024