



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

Laidlaw Hall Re-registration Category TC – Teaching Centre

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Laidlaw Hall Dukes Meadows, Dan Mason Drive, Chiswick, W4 2SH Tel: 020 8487 9517 Fax: Email: Classroom@laidlawhall.co.uk Web: www.laidlaweducation.co.uk	Urban in rural location	Boys: 26 (daytime) plus additional after school	Dysc Dysl Dysp Dysg ADHD, ADD, ASD, SLT and OT	
	Ind Day	Girls: 13 (daytime) plus additional after school		Support to school curriculum
Comments: Laidlaw Hall is a warm and welcoming place where your child will be supported and nurtured. Children may attend for as little as one hour or as much as full-time and anything in between depending on need and requirement. Our motto is “Caring, Learning, Growing” and this summarises our ethos.				

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.*

Date of visit:

23rd February 2023

Name of Consultant(s):

Fay Cookson

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

Centre Details

Name of Centre: Laidlaw Hall, part of Laidlaw Education Group LLP
Address of Centre: Dukes Meadows, Dan Mason Drive, Chiswick W4 2SH
Telephone: 07919 665415 Fax:
Email: Classroom@laidlawhall.co.uk
Website: www.laidlaweducation.co.uk

Name and qualifications of Principal, with title used:

Name: Joanne Bow
Title (e.g. Principal): Team Leader
Principal's telephone number if different from above:
Qualifications: BA, PGCE, CELTA, Post Grad certificate in SEN Co-ordination, , Level 5 and Level 7 diplomas in teaching students with SpLD, Accessing for Access Arrangements (AAA), Professional Practice in Assessing and Reporting certificate (PPAR) and Assessment Practising Certificate (APC).
Awarding body: Exeter University, University of Reading, West London College, NASENCo, OCR, Patoss.

Consultant's comments

Joanne Bow has excellent qualifications and a wealth of experience in teaching students with SpLD. She is a competent and respected Team Leader.

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

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1. Background and General Information

- b) Average number of students by age range:

Over 18:	Male:	0
	Female:	0
Under 18:	Boys:	26 plus after school pupils
	Girls:	13 plus after school pupils
Overall total:		39 daytime pupils

Consultant's comments

Laidlaw Hall caters for at least the number of students indicated, plus those who attend after school. The teaching Centre is always busy, catering not just for Dyslexic/SpLD students but also supporting some who are home-educated and others who attend the Tennis Academy. It offers curriculum support to students who require individual input and to those whose lessons take place online. As many as 300 students receive help from Laidlaw each week.

- d) Group sizes for under 18's

Mostly 1:1, occasionally 1:2 or 1:3 where educationally desirable. Older children occasionally small groups

Consultant's comments

Most of the teaching is carried out on a 1:1 basis. KS3/4 lessons may be delivered on a 1:2 or 1:3 basis. This works well for older students, as it allows for an exchange of ideas and peer discussion to take place. Careful thought goes into the planning of all lessons, whether taught individually or in small groups, to ensure that the individual needs of all students are met.

- e) For completion by consultants only: Pastoral care arrangements

A great deal of thought has gone into the Pastoral care of each student who attends the Teaching Centre. Attention is paid to emotional needs and family circumstances, as well as to educational requirements. The staff provide a welcoming and caring environment, where the atmosphere feels safe, happy, and conducive to learning. Safeguarding arrangements are given paramount importance.

- g) Please supply the following documentation:

- i. **Marketing material**, including staff list, please tick to indicate copy enclosed
or provide link to view reports via the internet Information Provided
- ii. **Quality Assurance documentation**, please tick to indicate copy enclosed
or provide link to view reports via the internet Information Provided
- iii. **Details of Fees**, please tick to indicate copy enclosed
or provide link to view information via the internet Information Provided

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2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the centre

Our aim is to help each child improve their confidence and self-belief through making progress in their learning. We aim to support our students to take responsibility for their learning and fulfil their potential. All pupils have bespoke interventions devised by specialist teachers, drawing upon a range of digital, published and in-house resources. We liaise weekly with parents, primary carers and school to co-ordinate support and thereby maximise its effectiveness. We encourage visits from teaching assistants, class teachers and SENDCos to share our understanding of the child's needs. Additionally, we offer training and insets to schools where required and also go into a number of schools and teach individual pupils with EHCPs.

Consultant's comments

The aims and philosophy of the Teaching Centre are second to none. The students are at the heart of everything that The Centre stands for. The progress which is made by the students is testament to the aims of the Centre being met in full.

Criteria
1 & 2

- b) Please tick to indicate copy of **Staff Handbook** (SH) enclosed None

- c) **If not within SH**, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:

i. **Admissions Policy/Selection Criteria**

Information Provided

ii. **Identification and assessment**

Information Provided

Consultant's comments

The admissions procedure is fair and thorough and is carried out in consultation with parents, schools, and the students themselves. Laidlaw Hall will only accept students when it is certain their needs can be met. This is a fair and honest approach to admissions.

Many students will have an Educational Psychological report or an EHCP in place, which will help to generate an individualised learning programme. The well-qualified, experienced teaching team at The Centre can carry out additional specialist, diagnostic testing, to identify specific areas of difficulty and to further inform regarding teaching programmes and interventions.

- g) Types of specific learning difficulties supported:

We support children with SpLDs such as dyslexia, dyspraxia dyscalculia and dysgraphia. A number of pupils also have co-occurring difficulties such as ADHD, ADD, ASD, SLT and OT and some of our teachers have a particular interest in ASD.

Consultant's comments

Evidence shows that Laidlaw Hall is well able to support the varying needs of students with SpLD.

3. Teaching and Learning

Criterion
3 & 4

3. a) How is the week organised?

Mornings are divided into three sessions with an outdoor break. Afternoons

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are two hours or 2.75 hours (parental choice) with small breaks as required for the child. Each child has a unique timetable. After school lessons are 45 minutes or one hour long.

Consultant's comments

The daily timetable has been carefully designed to accommodate the learning needs and comfort of the students. The short learning breaks are essential, and the outdoor, mid-morning break provides recreation between lessons. The break for lunch also provides a social aspect to the day.

- b) Details of arrangements for pupils under 18, including homework:

Please refer to timetable. Children attend on a part-time basis. As a teaching centre we are also legally able to provide 4 full-time places which we usually allocate to children in year 7 or above. Homework is given as a general rule, appropriate to age, needs and in co-ordination with their schools' homework schedule.

Consultant's comments

The individualised timetables are designed to maximise the learning potential of each student. This structure is particularly helpful for students whose learning differences often lead to confusion. At Laidlaw Hall the students know where they should be and what they should be doing at any given time. Homework tasks, when set, can be accessed via the Homework diary which acts as a key communication with parents. Tasks can also be accessed via the learning portal, and submitted via email or on paper.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of under 18's:

- *Curriculum subjects*
- *Literacy support*

For KS1 and 2 children who attend Laidlaw Hall, the focus is on literacy, numeracy, handwriting, touch-typing and auditory/visual memory activities. (KS3 children are taught up to GCSE in a range of curriculum subjects). Qualified specialist teachers provide additional support. There is a weekly staff meeting to discuss pupils' needs.

Consultant's comments

Literacy and curriculum subjects are well-supported, via multi-sensory lessons, with a range of appropriate resources.

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

All educational psychologist reports plus provision maps/IEPs are integrated into our specialist teaching if appropriate. These are always provided by the school. However, a baseline assessment of literacy skills is undertaken by a specialist teacher if that information is not provided by an up-to-date EP report. (EP assessments available at centre in hard copy).

Please tick to indicate **two examples** enclosed

Information
provided

Consultant's comments

Lessons are planned and delivered according to the specific needs of each student, as described in EP reports and/or specialist teacher assessments, or baseline assessments. Recommendations contained in these assessment reports are followed carefully and each student's learning plan is based upon them.

- e) Records and record keeping:

Daily progress reports and weekly progress emails are sent to parents, carers, schools, and any other professional involved in the child's education.

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Consultant's comments

Criterion 3 f) The sharing of these reports is much appreciated by parents. The reports allow the 'Team around the Child' to be most effective.
For comment by consultants only: Review history of provision made for two pupils.

The pupil files kept on site are detailed records of the students' progress and provide evidence of the effectiveness of the provision and interventions for individuals.

Criterion 3 g) Impact of provision – assessment summary
This is measured by initial baseline, on-going assessment and dialogue with parents and school. Qualitative observations which often result in increased confidence and self-esteem are also used to measure progress.

Consultant's comments

Student records indicate that good progress is made, not just academically but holistically.

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

Assessment materials used include the WRIT, YARC, WRAT 5, HAST 2, TOMAL 2, DASH, WIATT iii, BPVS and TOWRE 2 as well as a range of non-standardised assessments.

Consultant's comments

The Teaching Centre houses a full range of Assessment tests and materials, which can be administered by well-qualified teachers. Formal examinations and tracking are devolved to the students' own schools. GCSE examinations can be entered privately by students who attend the Centre part or full time. Results gained by recent exam entrants are very encouraging.

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

Criterion 5.1 4. a) General resources for teaching SpLD pupils:

Resources used include Read, Write Inc, Peter Hatcher's Sound Linkage, Alpha to Omega, Visualisation and Verbalisation, Word Wasp and Toe by Toe, High Frequency Reading Success scheme, Stride Ahead and a variety of reading comprehension schemes. (List is not exhaustive but all resources will be available on the day of the visit).

Consultant's comments

The Teaching Centre is fully resourced with current teaching materials, games, reading schemes etc.

Criterion 5.2 b) ICT:

Software used includes Word Shark, Number Shark, Nessy, Clicker 6, Collins Connect Treasure Chest, Times Table games and on-line reading comprehensions. Use of EnglishType for touch typing. (List is not exhaustive but all resources will be available on the day of the visit).

Consultant's comments

ICT provision at Laidlaw Hall is excellent. Students are encouraged to bring their own laptops/tablets and a wide range of software is available. During the Pandemic the Centre delivered online lessons via their bespoke learning platform, Firefly. This has expanded the work of the Centre and Laidlaw

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Criterion 5.3	c)	Virtual Academy offers online teaching throughout the UK and beyond.
		<p>Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>Pupils requiring access arrangements can be assessed in-house by two Level 7 teachers or through their school/college's own facilities.</p> <p>Consultant's comments</p> <p>It is hugely advantageous that specialist teachers, who know the students well, can assess for suitable access arrangements.</p>
Criterion 5.4	d)	<p>Library:</p> <p>A good selection of age and interest appropriate books are available in the classroom including Barrington Stokes and all the seven levels of the Read, Write Inc.</p> <p>Consultant's comments</p> <p>There is plenty of attractive reading material available to students of all levels of ability and interest.</p>

5. Details of Learning Support Provision

TC 6.1 /6.4	5. a)	<p>Role of the centre:</p> <p>Laidlaw Hall provides part time support embracing specific and intensive literacy and numeracy support, and the wider curriculum where appropriate.</p> <p>Consultant's comments</p> <p>The role of the Centre is to offer comprehensive, daytime education which meets a wide variety of educational needs, including Dyslexia/SpLD.</p>	
		<p>TC 6.5 & 6.7</p> <p>b) Organisation of the Learning Centre:</p> <p>Laidlaw Hall is the specialist department of Laidlaw Education, a long-established (30 years) educational consultancy. Laidlaw Hall is a department of our daytime education facility at Dukes Meadows. Within this, we are able to offer subject specific teaching to older dyslexic children up to GCSE (and A level if required).</p> <p>Consultant's comments</p> <p>The breadth and scope of what is offered at Laidlaw Hall is remarkable. It is a well-organised, vibrant learning facility, offering the best in specialist, tailor-made teaching. The Centre gives much needed support to the students, their parents/carers and to the schools which the part-time students attend.</p>	
	d)	<p>Supporting documentation, please tick to indicate enclosed:</p> <p>iii. Safeguarding policy (or equivalent) enclosed</p> <p>iv. Daily Timetable</p> <p>v. List of SpLD pupils in centre</p>	<p>Information provided</p> <p>Information provided</p> <p>Information provided</p>

6. Staffing and Staff Development

Criterion 7	6. a)	<p>Qualifications, date, awarding body and experience of all learning support staff:</p> <p>Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.</p>
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		Consultant's comments
		The Laidlaw Hall staff have an impressive range of specialist qualifications which are enhanced by experience and dedication. A signed document was provided confirming that all details of qualifications had been witnessed.
TC 7.4	c)	Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)
		Yes
		Consultant's comments
		Affirmative.
Criterion 4	g)	For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils?
		A number of 1:1 lessons were observed during the visit. These took place in two purpose-built rooms, in appropriate teaching spaces, depending on the age of the students. Each student worked in a dedicated area with their teacher. Lessons were well paced with teaching and learning taking place throughout. A variety of techniques were in evidence, offering the best of multi-sensory teaching. Students were encouraged to reflect on their own learning, to try different strategies and to question anything they did not understand. In addition to their obvious expertise teachers exhibited kindness, patience, and a sense of humour. The students felt encouraged and experienced a sense of achievement. All members of staff observed more than fulfilled this criterion.

7. The experience of parents & pupils regarding the centre, in particular, its response to SpLD pupils

7. a) Centres should provide, with the supporting documentation, a list of the names of all known SpLD pupils (under 18). 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 centre.

For completion by consultants only: Parent Contacts:

Several parents had kindly agreed to share their experience of Laidlaw Hall. They were unanimous in their praise of the support and educational opportunities being offered at the Centre. Teachers were described as kind and caring. Sue Laidlaw was praised for being 'wonderful, nurturing and calm.'

Parents reported that their children were making good academic progress and that they had increased in self-confidence. The 1:1 time was described as 'precious.' One parent said, 'my son loves it there.' And another felt their child had made 'fantastic progress since starting at Laidlaw.'

Communication with the Centre was said to be good, and the weekly reports were found to be very helpful.

A final quote from a parent:

'The Laidlaw setting and our child's 1:1 teacher have turned around his ability

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by teaching him how he learns best. He can now show what he is capable of in school and his progress is fantastic. We think Sue and the Laidlaw team are amazing.'

All parents spoken to said they would recommend Laidlaw Hall to families who needed support for children with learning differences.

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

The students were happy to speak about their experience of Laidlaw Hall. They reported that they enjoy coming to the Centre, that the lessons were fun and helped them to understand things that had been difficult previously. One student said it felt good to be able to go back to school and feel successful like his peers.

An older student, who attends full time, explained that the calm, 1:1 help reduces the stress that classroom learning can bring.

All the students spoken to like their teachers and look forward to their lessons. They all said they would not change anything about Laidlaw Hall.

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.

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	TC
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.	√
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.	√
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.	√
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.	√
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√

Report Summary

Summary of Report including whether acceptance is recommended:

Laidlaw Education was established by Sue Laidlaw 30 years ago. Laidlaw Hall is the specialist education department of the consultancy, housed in a purpose-built facility within the Dukes Meadows Golf and Tennis complex.

The classrooms are bright and airy, with attractive displays of students' artwork. Each student has their own workstation where they work 1:1, or in small groups, with their specialist teacher. The teaching Centre is well resourced and provides a safe and comfortable learning environment.

The multi-sensory teaching is delivered by well-qualified, dedicated staff and students are happy and experience success. Parents spoke highly of Laidlaw Hall.

The variety of services offered at Laidlaw Hall is impressive: full and part-time daytime specialist education, after school and Saturday tuition, online learning with Laidlaw Virtual Academy, Outreach and INSET for schools, assessment, and exam access arrangements.

It was Sue Laidlaw's vision that brought about this unique and versatile educational facility. Her passion for helping children and young people to achieve their goals, and to become successful, independent learners, is inspirational. Together with the Laidlaw Hall team she has created a thriving Centre of excellence.

I have no hesitation in recommending that Laidlaw Hall retains the CReSTeD Teaching Centre (TC) category.