



Council for the Registration of Schools Teaching Dyslexic Pupils

Category Criteria

We begin by asking for evidence that the school really does understand Specific Learning Difficulties.

We know that a child with dyslexia, or any other SpLD can excel given the right support. This is the school's opportunity to show us.

| 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 ² . | √ |
| 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. | √ |



Next we ask for information about how the school provides support, in this way we start to identify the level of provision.

By categorising schools in this way parents can more easily recognise which category is best for their child.

| Criteria | SPS | DSP | DU | WS | MS | 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. | √ | | | | | √ |
| 6.2. The school is established primarily to teach pupils with SpLD. | | √ | | | | |
| 6.3. A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment. | | | √ | | | |
| 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. | | | √ | | | √ |
| 6.6. The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery. | | | √ | | | |
| 6.7. The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons. | | | | | | √ |
| 6.8. There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils. | | | | √ | √ | |
| 6.9. Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate. | √ | √ | | | | |



Finally, we want to know a little more about the teachers within the school. How qualified are they? How many are there with specialist knowledge?

We strongly encourage teachers to gain the additional qualifications to support children with Specific Learning Difficulties whilst trying to recognise that experience counts too.

| Criteria | SPS | DSP | DU | WS | MS | TC |
|--|-----|-----|----|----|----|----|
| 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. | | | | | | √ |
| 7.3. 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. | √ | √ | | | | |
| 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. | | | √ | | | √ |
| 7.5. The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion. | | | | √ | | |
| 7.6. There is either an SpLD specialist teacher in the school or the school uses specialist support and advice as needed. | | | | | √ | |
| 7.7. The teaching assistants responsible for in-class support have received specific training in SpLD and will continue to receive regular Continuous Professional Development in supporting SpLD pupils. | | | | | √ | |



CReSTeD expects schools to offer the best support any child could hope to receive, to do this we believe that teachers should be qualified but what do we mean by this?

Teachers

For the purposes of CReSTeD a 'teacher' is a person who delivers lessons. If a Learning Support Assistant is charged with delivering lessons (1:1 or groups) then this person will be regarded as a teacher by CReSTeD.

Qualifications

We would always recommend teachers gain extra training and, whenever possible, we would hope teachers would gain both the British Dyslexia Associations "Approved Teacher Status" (ATS) and, perhaps, eventually full BDA Associate Membership (AMBDA).

However, we recognise that this isn't always possible and some teachers may have gone down an equal but alternate route, for example, they may have gained an MA in SpLD/SEN. We think the work done by the BDA to create its programme provides an appropriate level of experience and training, so we decided to use their guidelines to influence ours.

If a teacher can demonstrate their experience and training is at least equal to the BDA's Approved Teacher Status they are qualified in the eyes of CReSTeD.

Access Arrangements

Schools should also be able to assess students for access arrangements, some schools will do this by having appropriately qualified teachers, others will employ independent Educational Psychologists, the model varies. CReSTeD does not specify how a school assess their pupils only that it does. Schools are guided in this by the Joint Council for Qualifications, we would expect schools to use the JCQ guidelines as a minimum standard.

NB

The Joint Council for Qualifications guidelines for access arrangements can be downloaded here: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Please refer to Chapter 7, paragraph 7.3 of the JCQ booklet 'Access Arrangements and Reasonable Adjustments' for the current requirements.