



Council for the Registration of Schools Teaching Dyslexic Pupils

Kingham Hill School Registration – Category DU

1. *Date of visit:* 17th Sept 213
2. *Name of Consultant(s):* Nick Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Kingham Hill School Kingham Chipping Norton Oxfordshire OX7 6TH Tel: 01608 658999 Fax:01608 658658 Email: admissions@kingham-hill.oxon.sch.uk Web: www.kinghamhill.org.uk	Rural	193 boys 109 girls	Dysc Dysl Dysp	SoH BSA
	Ind Bdg Day	Ages: 11-18		GCSE GCE: AS/A2
Comments: Remarkable success, both in confidence and results for those of our pupils with SpLD.				

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.

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SY11 4DF
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3. a) **Name and address of school:** Kingham Hill School, Kingham, Chipping Norton, OX76TH
Tel: 01608 658999
Fax: 01608 685685
Email: pa@kingham-hill.oxon.sch.uk
Web: www.kinghamhill.org.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Nick Seward
Title (e.g. Principal): Headmaster
Qualifications: BEng Aeronautical Engineering, Imperial College London
Associate of the City and Guilds Institute
BA Theology, Durham
MA Theology, Durham
Diploma in Ministerial Studies, Durham
Awarding body: Imperial College, London, Durham
Consultant's comments: A well qualified Head who wants his school to provide the best educational provision it can for all pupils. He knows his school well.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Carol Heath
Title (e.g. SENCO): Head of Learning Support
Consultant's comments: A very well qualified Head of Learning Support who is determined to develop provision at Kingham Hill to be the best it can. Her approach is to be inclusive and to research methodically before decisions are made.
- d) **Head/Principal's telephone number if different from above:**
Tel: As above
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: 01608 731843



Background and General Information

4. a) **Recent inspections:** ISI - standard inspection - 2010
ISI - intermediate boarding inspection - 2012

Consultant's comments: The main findings of the standard inspection of 2010 were that all pupils achieve well and make good progress in their learning and that the large number of pupils with learning difficulties and/or disabilities and those with EAL progress as well as the other pupils. These pupils benefit from the additional support available in the 'Greens' department which is a strength of the school.

Pupil's personal development is a key strength of the school. It is supported by strong pastoral care and good welfare arrangements and effective procedures for safeguarding, health and safety.

The aims of the school are fulfilled and promoted by the governing body. Governors have a good oversight of the school, informed principally by reports from the headmaster, who provides forceful and energetic leadership.

The school was advised to make the following improvements: increase the use of information and communication technology (ICT) by pupils in lessons; improve the library's book stock and organisation, as identified in the previous report; increase the quality of teaching to the standard seen in the best lessons observed. The school has made progress in all three areas.

The main findings of the intermediate boarding inspection of 2012 were that the school met all the National Minimum Standards for Boarding Schools 2011. Recommendations were to: update the showering facilities for senior female boarders and to ensure that the internal emergency contact number is also displayed by the telephone for the use of senior male boarders at night. These have been actioned.

It was also recognised that the thirteen recommendations made by Ofsted at the time of the previous inspection in February 2008 have been fully implemented.

Independent
Schools
only

- b) **Current membership (e.g. HMC, ISA etc.):** BSA, Society of Heads

Consultant's comments: The school is a member of a number of associations and is inspected by ISI. The school is also a member of CReSTeD.

- c) **Department of Education Registration Number:** 931/6004



d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	60	12	11-18
	Girls:	36	1	11-18
Boarding:	Boys:	109	22	11-18
	Girls:	76	9	11-18
Overall total:		301	44	11-18

Consultant's comments: The school has continued to grow as planned with an eventual number of 400 being the long term target. The school will not however accept more than 25% of pupils with SpLD in any year group.

e) **Class sizes – mainstream:** 15-20

Consultant's comments: These class sizes are very manageable and allow good access to the teacher by the pupils.

f) **Class sizes - special needs:** 1-4

Consultant's comments: A flexible approach is used depending on the needs of the pupils.

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *The pupils with learning difficulties progress as well as the other pupils. These pupils benefit from the additional support available in the 'Greens' department which is a strength of the school.*

Pupil's personal development is a key strength of the school. It is supported by strong pastoral care and good welfare arrangements and effective procedures for safeguarding, health and safety.

The personal development of all pupils is excellent with the relationship between staff and pupils and amongst pupils themselves congenial and mutually respectful. The personal qualities promoted by the Christian ethos and aims of the school are outstanding. The excellent pastoral care of the pupils is a strength of the school. A major strength of this being the very effective communication between staff and pupils. The school gives strong attention to pupils' safety and pupils are encouraged to be healthy through developing healthy eating habits and taking regular exercise.

The good boarding provision enhances pupils' personal and social development and fosters initiative and independence appropriate to their age.



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. 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: The staff are well qualified and attend a good number of INSET courses. One member of the team is on a diploma course in teaching pupils who have difficulties in Maths. This will expand the skills of the team.

DU 14

- e) **Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of Dyslexic (SpLD) pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)**

Yes

Consultant's comments: The majority of lessons are taught by those with an OCR or equivalent in teaching pupils with SpLD. Further training and developing skills is high on the agenda.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**

- **Identification and assessment**
- **Support for policy from Senior Management Team**
- **Support for policy from governors**

At Kingham Hill School approximately 25% of the pupils come here because they have a learning difficulty, which mainly fall into the categories of dyslexia, dyspraxia, dyscalculia, Aspergers and ADHD. The main purpose of the SpLD Department (Greens) is to offer specialist teaching so that pupils can follow the mainstream curriculum with success.

All pupils on entry to the school are assessed using the MiDYiS, single word reading test and DASH free writing. For those with an already diagnosed learning difficulty, Educational Psychologist reports are often submitted along with the initial application. Suitability for a place at the school involves: The recommendations/results of an Educational Psychologist report, assessment day results, and discussions with parents and the school at which the pupil is currently attending. Trying to build up an accurate picture of the child and their needs is crucial in order to ensure that a place at Kingham Hill School is desirable for all concerned. If pupils currently at the school become a cause for concern referrals are made to the Learning Support Department for further investigations.

The Senior Management Team and the Governing Body fully support this approach. All pupils who apply for a place at Kingham Hill School are discussed at SMT level to ensure a successful outcome. The SEN Governor regularly visits the department and supports the work that goes on there.

Consultant's comments: The policy is clear and thorough, detailing every stage of the process from applying to attend the school to the level of support that will be provided and how this will be reviewed and reported. The Learning Support Team (Greens) has complete support from the Head and SMT and from the governors.

b) **Admission policy / selection criteria:**

The admission process for all pupils is by standardised assessment tests and interview. All prospective pupils are assessed cognitively using MidYis and their reading assessed using the online single word reading test (SWRT). There are two assessment days throughout the year, but pupils can be assessed by arrangement with the school at other times. Testing is also possible remotely for those pupils who live overseas or who cannot physically visit. To ensure this is the appropriate school for pupils, on occasions, a visit to the child's previous school is arranged. If a pupil already has an Educational Psychologist's report, this is reviewed and their recommendations taken into account. Taster days are also used as another layer of assessing suitability for a place. Governors have set the limit of pupils with SpLD accessing Greens as 25% of the year group. Pupils with a known SpLD usually complete their assessments within the department so observations can also be made.



The Head of Learning Support makes a recommendation to the Headmaster on whether the school can support the needs of the pupil. This recommendation is used in deciding whether or not to offer a place.

Consultant's comments: The policy is very clear and detailed. Thought to the use of scores other or in addition to Performance Scores could be useful and informative.

Criterion 3

c) **Give specific examples of the whole school response to dyslexia (SpLD):**

Staff have access to the following documentation on pupils with SpLD via the staff shared drive:

IEPs

Provision maps - a visual diagram of pupils individual strength, weaknesses, strategies for the classroom, concessions, pupil voice + targets from IEP

Current testing scores including reading age, spelling age, writing speed
Laptop requirements

Information of specific pupils is also discussed at grades meeting which happen every 4-5 weeks. Case conferences are called if pupils are a particular cause for concern.

Individual teachers are encouraged to regularly visit the SpLD Department to discuss the needs of a particular pupil. For new teachers an induction programme is in place, part of which involves information on learning difficulties.

INSETS 2011-2013

Hearing Impaired Pupils - Oxfordshire Hearing Services

Autistic Spectrum Disorders - Pippa Brook, ASD Specialist

Neil MacKay's book 'Removing Dyslexia as a Barrier to Achievement' -

Access Arrangements - Communicate - ed

Text Help Gold - Five certified staff/whole school inset

Consultant's comments: Access to relevant information is very good. Teacher's planning makes reference to seating arrangements, differentiation in many guises e.g. by task, outcome or through a prepared worksheet. All classrooms were well ordered, well lit and distraction free. All presentations using interactive whiteboards were clear with good use of colour and diagrams and presentations were revealed in small stages to aid reading and understanding. A number of pupils were using word processors to record their work and the internet used to check for spelling.



School Organisation

7. a) **How is the week organised?** School week Monday to Friday 8.45-4.30, Length of lessons 35 minutes, Lessons per day 8, Lessons per week 38. Tuesday yrs 7/8 Wednesday yrs 11/seniors Thursday yrs 9/10 no afternoon lessons.

Consultant's comments: The timetable is clear with time given to sport afternoons for all year groups. There are now two lunch sittings due to growing numbers so half the school continues with lessons whilst the first half are having lunch. As the majority of the pupils board there is prep period after school and a large number of extra curricular activities in the evening and during the weekends.

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

SpLD pupils are withdrawn from mainstream lessons. The number of lessons is dependent on pupil need and decided after consultation with parents. SpLD pupils are expected to complete preps the same as the other students, with obvious differentiation being in place as required. To support them with their homework, prep sessions are held from Monday - Thursday for Juniors from 5-6.15 pm and the Seniors on Monday, Tuesday and Thursday from 6.45-8.30 pm. These are run by the Greens staff. Dyslexic pupils are allowed to use laptops in class and produce their class work and preps on a word processor. Staff are also willing to accept work sent to them via e-mail.

Pupils who use voice activated software can come to the Greens department when necessary to dictate to their computers.

The Text Help Gold programme is networked across all school computers for pupils to use. Staff have been trained in how to use the programme.

There is a new learning platform being developed for pupils and staff to access up to date information on learning difficulties with links to useful resources. This is in its infancy but will prove a valuable tool as it develops.

Consultant's comments: Pupils are supported during all lessons through differentiation and other forms of support e.g. the support of a teaching assistant. The pupils are also withdrawn during the school day to attend lessons in 'Greens'. This may be 1-1 but more likely to be in a small group. The pupils are very well supported during Prep with a member of the Learning Support Department 'Greens' being available to help.

DU 13

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** Yes. Carol Heath attends Head of Department meetings and also sits on the Education Committee.

Consultant's comments: The Head of Learning Support has a key position within the school. The school is in the process of involving all staff more in the development and monitoring of pupil targets and of those with individual education plans (IEPs).



Identification and Assessment

Criterion 1
DSP &
SPS 6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:** All pupils on entry to the school are tested with MidYis and a single word reading test to establish a cognitive level and a reading age. They also complete the DASH 20 minutes free writing assessment. Many pupils who will access Greens will already have an Educational Psychologist's report which guides the support that is offered.

Any pupil, once at the school, who gives cause for concern is referred to the Learning Support Department for further testing. This will include assessments of literacy (WIAT, WRAT, CTOPP), working memory (AWMA), writing speed (DASH) and LUCID Exact for an overall profile. Once this process has been completed, feedback is given to all staff and parents, and decisions made about the nature of further support or arrangements. Pupils can be referred to the Learning Support Department at any time but concerns are often raised at the regular grades meetings which all staff attend.

Consultant's comments: There is a very comprehensive system for identifying pupils. Collating information and updating grades and progress is done regularly. Parents are always involved.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** As mentioned above, if concerns are raised about a particular pupil, the first step would be to try and build a more accurate profile of their difficulties. This involves the testing outlined above as well as observation in class and discussion with the pupil, teachers and parents. If the assessment carried out in Greens gives a clear enough picture, then future support provision is put in place as required. If however, it appears that a more detailed assessment is required by an Educational Psychologist, then this is arranged. We use Lisa Wheeler, a local Educational Psychologist, who comes into school to carry out these assessment.

Consultant's comments: There is a comprehensive policy outlining the stages. It is clear and thorough.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** As mentioned above, if it is felt that a more detailed assessment is required, contact is made with an Educational Psychologist. As many of our pupils are from the military, in order to receive the allowance to fund their SpLD support, such assessments have to be organised through Dyslexia Action. Once these reports are completed, we fill in the necessary paperwork to support the application.

Consultant's comments: The school has access to an educational psychologist and if necessary pupils will be referred for an assessment. The school is proactive with these referrals.



Teaching and Learning

Criterion 3,
MS & DU
12; MS &
SC 17; MS
& WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**

Across the Curriculum, subject teachers are expected to demonstrate differentiation for SpLD pupils in their lessons. This will be reflected in their planning and forms part of their appraisal process. They will also receive regular inset sessions to help them improve their classroom practice in this area. An induction programme is in place for new teachers which includes modules on SpLDw

Pupils who access Greens are placed in age appropriate groups with the most appropriate members of staff for their needs. Each pupil will have an IEP which outlines their programmes and targets. These are reviewed termly with pupil input. Lessons are planned individually to cater for their specific needs. Pupils have individual files in which records are kept of their work. In Years 7-9, pupil IEPs still target specific intervention programmes. A wide range of programmes are available and the most appropriate ones allocated to specific pupils with the aim of strengthening their specific areas of need. For older students (yrs 10 and above) the emphasis shifts a great deal to supporting them with their course work.

Consultant's comments: As mentioned previously access to relevant information is very good. Teacher's planning makes reference to seating arrangements, differentiation in many guises e.g. by task, outcome or through a prepared worksheet. All classrooms were well ordered, well lit and distraction free. All presentations using interactive whiteboards were clear with good use of colour and diagrams and presentations were revealed in small stages to aid reading and understanding. A number of pupils were using word processors to record their work and the internet used to check for spelling.

b) **Use of IEP's:**

Pupils have IEPs which contain an overall objective plus up to 3 targets for each term and outlines the programmes/strategies to be used, how their success will be assessed, and the timescale involved. These are sent out to parents in the first half of the Michaelmas term. They are very much working documents and are regularly altered to meet the needs of the child. They are reviewed completely at the end of each term with pupil involvement and a new one is written for the following term. The IEPs are based initially on Educational Psychologists' reports and any testing that may have been carried out in the department.

Consultant's comments: IEPs are concise but have the necessary information included. The targets are at present quite general and could be developed further and be SMART: specific, measurable, achievable, realistic and to a time frame.



c) **Records and record keeping:**

All pupils have a file which comprises their history of need, testing, archived IEPs and any other relevant documentation. These are kept in a locked filing cabinet in the Greens office. Pre and post tests are carried out when a new programme is started and all yearly testing is compiled into a tracking document which is kept on the school R drive. A print out of this is updated annually in their files. All pupils in the school have 4 weekly grades which show effort, attainment and conduct. At the end of each term a full report is written for parents by teachers.

Consultant's comments: Pupil records are very well kept and are accessible to all relevant parties.

Criterion 3

d) ***For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)***

The pupils each had IEPs and Provision Maps, clear and very visual diagram of their strengths and weaknesses, strategies for them to use in the classroom, concessions they may have e.g. extra time, a reader, their own thoughts and include the targets from their IEP.

The Pupil files include their current testing scores including their reading age, spelling age and writing speed.

The pupils are discussed at regular Grades Meetings which happen each half term. Parents are sent this information as well as receiving reports each term and attend an annual parent teacher meeting.



Criterion 3

e) **Impact of provision – assessment summary**

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	58,	50	83	360	184
Dyslexic (SpLD) Pupils	4	4	80	281	173

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	71	39.2	64.7	88.2
Dyslexic (SpLD) Pupils	10	0	60	100

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** Example of tracking sheet attached.

Consultant's comments: Testing is regular and thorough and well documented so that tracking progress is efficient.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

All pupils who attend Greens in Year 9 and above are assessed for Access Arrangements using LUCID EXACT, along with their regular testing scores.

Applications are made online and the approvals are kept both in the Greens' office and the Exam's Office. Back up of test results and evidence of need are kept in the Greens' office.

A form detailing their Access Arrangements is placed on the R drive for all staff to access: printed forms are available in the staff room for all exam year groups on which staff can record use of Access Arrangements in mock exams and controlled assessments.

The following Access Arrangements have been made and are available to pupils.

- Reader
- Scribe
- Extra Time
- Separate Room
- Prompter
- VACS
- Computer Reader
- Rest Breaks
- Word Processor (with or without spell check)
- Read Aloud
- Transcript



Consultant's comments: A lot of thought goes into deciding what level of support each pupil would benefit from to be able to show the examination boards what they can achieve in the best light.

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** All the pupils (7) ranging from Year 8 to Year 13 thought very highly of Kingham Hill and especially of the Learning Support Unit, Greens. They had all used the service to some extent over the years. The majority had been sent to Kingham Hill because of the reputation of supporting pupils with SpLD/Dyslexia. They all thought that teachers throughout the school supported them well and could not improve their delivery or teaching. A large number boarded and found the support during Prep by a 'Greens' member of staff particularly useful. They were all very happy at Kingham Hill and pleased to be back after a long summer holiday.*



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:** Greens is well resourced with a wide range of material and online computer programmes. At present there are 8 computers available for pupils to use, but as a school we are moving over to pupils having their own laptops. As we have a Home/School licence, pupils are able to have the Text Help programme installed on their individual laptops for use outside of school.

The Greens Department is divided into 4 teaching areas. The large room has a dividing wall and provides a light and airy open plan area suited well to the needs of the younger pupils. The other two classrooms are used much more for the older students who require a quieter learning environment.

A separate office is available for administrative purposes.

A large storage area is also available for additional resources and files.

Consultant's comments: The school is very well resourced and additional resources are regularly discussed.

- b) **Library:** The library has been refurbished and the new librarian has made it an exciting and vibrant area of the school. She is also the digital literacy co-ordinator and has introduced many initiatives which benefit all students, but specifically those with SpLD. She has been trained in Text Help Gold and is also behind the introduction of the new online learning platform that is being developed within the department. She guides students with SpLD well towards appropriate reading material and excites them about reading generally. Graphic novels and books with high interest but low reading ages are available.

Consultant's comments: The Library is key to the school and there are many new initiatives. There is a wide choice of reading material for the reticent and weaker readers.

- c) **ICT:** There are two ICT rooms set up with computers. The school has just made a new policy that all pupils in years 10 and above must have a laptop so the use of the IT rooms will become less important. Most classrooms now have interactive white boards.

The Text Help programme has been installed on the network and is therefore available to all staff and pupils across the school.

The digital literacy co-ordinator is introducing google apps to all staff and pupils.

Consultant's comments: ICT is well resourced throughout the school. There is a move towards each pupil from Year 10 having their own laptop which will ease the pressure on the two ICT rooms as the school continues to grow in pupil numbers. Interactive whiteboards are used well and frequently.



DU 10 & 11

- d) **Learning Centre:** Greens is located in a designated part of the school. It is divided into 4 teaching areas - 2 for older pupils and 2 for younger pupils. It is light and airy and is decorated to promote learning. There are 8 computers available for pupils to use and has an interactive white board.

Consultant's comments: The Department is well situated and is very accessible. It is well lit and well ventilated with some good displays but not over stimulating. Although the working areas are largely open plan they are large and noise or other distractions between areas is not an issue.



Statement of Special Educational Needs

11. a) **School policy:** The School welcomes students with dyslexia and who display average cognitive potential. Students who exhibit dyslexia with other co-morbid conditions i.e. Aspergers, ADHD, are considered on a case by case basis.

Consultant's comments: The policy is clear and thorough.

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- b) **Types of stated needs accepted:** Stated students are considered on an individual basis according to the severity of their need and the school's ability to adequately support them academically and pastorally.

Consultant's comments: This is an appropriate procedure for this type of school.

- c) **Number of stated pupils:** 1

Consultant's comments: The pupil is supported with a 1-1 teaching assistant.



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

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12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** All seven parents were unanimous in their respect and gratitude for what Kingham Hill has done for their children. A number had been diagnosed whilst at Kingham Hill although others applied because of the reputation of the school. They feel that their children have made very good progress. All mentioned, in particular, the growth in their children's confidence and being happy at school. Communication is seen to be a strength with the school contacting parents regarding a concern or question immediately. However, most parents would like to have more than one parent teacher meeting a year. They all accepted that if they requested one then it would be organised!



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Kingham Hill School more than deserves to retain their DU status with CReSTeD. The grounds and the school are well cared for providing a suitably appropriate environment in which to learn and for boarders to live. The atmosphere is calm, welcoming and industrious. The school is suitably resourced to support pupils with learning difficulties and the teaching/learning spaces are clean, well lit, ventilated and distraction free. The school is very well run and structured which also supports all pupils but in particular those with specific learning difficulties. Staff and pupils are proud of their school and are very happy there. Parents are delighted with the provision and feel that their children have made progress and are happy attending the school. I wish them well with their expansion plans for the future and in their continuing desire to improve understanding and delivery of provision for pupils with specific learning difficulties.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	DU
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	<input checked="" type="checkbox"/>
11. The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	<input checked="" type="checkbox"/>
12. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	<input checked="" type="checkbox"/>
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	<input checked="" type="checkbox"/>
14. The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>