



Council for the Registration of Schools Teaching Dyslexic Pupils

Fulneck School

Registration – Category DU

1. *Date of visit:* 28.04.14
 2. *Name of Consultant(s):* Mrs Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Fulneck School Funeck Pudsey Leeds West Yorkshire LS28 8DSI Tel: 0113 257 0235 Fax: 0113 255 7316 Email: enquiries@fulneckschool.co.uk Website: www.fulneckschool.co.uk	Semi rural	256 boys 181 girls	Dysc Dysl Dysp P&S	SoH GBA BSA
	Ind	Ages 3-18 (boarding from age 8)		GCSE GCE: AS A2
	Bdg Wk Bdg Day			
Comments: Moravian Church; all pupils expected to take GCSE.				

Please note:

- *Throughout this report details that 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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3. a) **Name and address of school:** Fulneck School
Fulneck, Pudsey
West Yorkshire LS28 8NT
- Tel: 0113 2570235
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Email: general@fulneckschool.co.uk
Web: www.fulneckschool.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Mrs. Deborah Newman
Title (egg Principal): Principal
Qualifications: B.Ed
Awarding body: CNAA
- Consultant's comments: Mrs Newman was appointed in September 2012, having worked in the school for several years prior to her appointment.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Mrs. Kathryn Dunn
Title (egg SENCO): SENCo
Qualifications: BA, PGCE AMBDA
Awarding body: Liverpool, Manchester
- Consultant's comments: Mrs Dunn is a highly qualified, experienced SENCo, in position for 3 years and part of the Learning Support Unit for 10 years.*



Background and General Information

4. a) **Recent inspections:** [ISI Report](#), [Ofsted Report](#)

Consultant's comments: . In the 2010 report the inspectors state 'Teachers are aware of the individual difficulties of pupils with EAL or LDD and some good examples of work being tailored to their needs were observed.' These comments are endorsed by observations of this Consultant. The report also states that the learning support unit effectively provides well for pupils with learning difficulties and/or disabilities through first rate individual tuition, the production of appropriate learning materials and the guidance offered to staff. This continues to be the case.

Independent
Schools only

- b) **Current membership (egg HMC, ISA etc.):** Society of Heads, IAPS, BSA AGBIS

Consultant's comments:

- c) **Department of Education Registration Number:** 383/6117

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	202	20	3-18
	Girls:	157	13	3-18
Boarding:	Boys:	54	3	9-18
	Girls:	24	6	9-18
Overall total:		437	42	3-18

Consultant's comments: Overall school numbers continue to increase, there are 25 more pupils in the school since the last inspection and 4 more pupils with SpLD. Children with mild autism are also catered for in the school.

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

Consultant's comments: Classes observed contained groups no larger than 15.

- f) **Class sizes - special needs:** 1:1 and small groups
Y8, - 7; LSU Option
Y10- 5
Y11 -4

Consultant's comments: Small group teaching and one to one work was observed taking place in the unit.



- h) ***For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: All teaching staff, including form tutors have access to information on dyslexic pupils, with good communication between the LSU and the rest of the teaching and care staff.***
The boarding Welfare report comments that ' The school has a number of processes both formal and informal for ensuring that academic and boarding staff communicate with eachother in the best interest of boarders' In discussion with Boarding staff it was clear that there is good communication and that the Boarding staff were aware of the needs of dyslexic pupils in their care. There are effective arrangements to support the evening study work of dyslexic pupils, with Learning Support Staff working in the evenings.



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 school has a well qualified and experienced learning support staff. They are held in high regard throughout the school.

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 - all lessons

Consultant's comments: Qualifications for all persons responsible for teaching in the Unit were verified during the visit.



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**

The school has a specialised unit giving individual lessons to primarily Dyslexic pupils and others with Special Needs. Consequently the staff need to be aware of the needs of the pupils they teach. All staff are teachers of Special Needs pupils and should do their utmost to ensure they progress to the best of their ability and are not impeded by any underlying difficulties. Therefore, it is necessary for staff to make themselves familiar with the needs of the pupils

Consultant's comments: There is a comprehensive policy showing clear procedures for identification and assessment of Learning difficulties/need resulting in appropriate and effective intervention. Progress is monitored regularly. Pupils with Dyslexia participate fully in all aspects of school life, benefitting from the supportive and caring ethos.

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

Fulneck School exists to provide high quality educational opportunities and experiences in an environment of Christian care. This policy seeks to ensure compliance with the school's charitable purpose in providing independent education for boys and girls between the ages of 3 and 18. It also seeks to set selection criteria and procedures which are transparent, fair and consistent with this charitable purpose. It is expected that all pupils will be willing to contribute to and benefit from the ethos and activities of our school community.

Consultant's comments: There is close liaison with the feeder schools to ensure an effective transition. All pupils sit the entrance exam, but those who have a Specialist Teacher's report or a Psychologist's report will be given appropriate access arrangements. Pupils with Statements will be taken if they meet the entrance criteria and it is felt that the school can effectively meet their learning needs.

Criterion 3

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

Curriculum Subjects.

Staff make themselves aware of the pupils who have Special Needs and their strengths and weaknesses.

The set work and delivery of lessons should take account of the needs of the pupils especially the limitations of Dyslexic pupils with regard to recording information. For example, the Science Department has specific workbooks with key words especially in Key Stage 3 with only a minimal amount of copying and continuous writing necessary.

Inset training is provided in SEN at the beginning of each Academic year and there are further training and up-date sessions as necessary. For example Bradford LEA did an Autism Awareness session in November 2013.



There is an LSU section on the staff shared area for junior and senior staff giving not only information on pupils but general information and ideas for teaching including useful websites.

All departments in the senior school have their own policy with regards to how they assist SEN pupils (available on consultant visit).

Consultant's comments: All teachers observed showed a clear understanding of the needs of the dyslexic pupils in their classes and made discrete and appropriate differentiation. Departmental policies reveal a variety of strategies being used to aid learning and progress. Learning Support Assistants are used throughout the school to support pupils. These policies make clear the responsibility of individual teachers to support all learning on an individual basis.



School Organisation

7. a) How is the week organised?

Junior School: Registration 8.50am 5 lessons x 60mins per day (20 min morning break, 60 min lunch) finish 3.45pm.

Senior School: Registration 8.50am 10 lessons x 35 mins per day (15 min morning break, 1 hour lunch) finish 3.55pm.

Consultant's comments:

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

Students from Y3-Y13 are withdrawn for hour long lessons in the LSU. In Y8 there is study skills group of 7 pupils who do not take a second language. IN Years 10&11 there are Option Groups in the LSU instead of a further GCSE.

In class support is given in the Core Subjects in Years 6-8. There is support in years 9,10 &11 some of which is arranged and financed for individual pupils and some of which is targeted at groups and funded by the school. Dyslexic pupils are given an LSA or SENCo support in Prep for the three sessions per week in the Boarding Houses. Day pupils are supported in a 'Zone in' activity four lunchtimes a week. All academic staff are aware of the need to provide appropriate homework for the dyslexic pupils that they teach.

Homework Club after school is staffed by a range of academic staff.

Junior School dyslexic pupils are offered extra touch typing lessons before school in Assembly time, and senior pupils may do this in Zone In sessions should they wish.

Sixth Formers, continue with appropriate Access Arrangements and lessons and in class support. The amount and frequency is assessed on an individual basis.

The school is committed at all age groups, to implementing access arrangements. This applies to external, internal and informal testing including the Year 7 Entrance Examination where they are used for both external and internal candidates.

Consultant's comments: Arrangements are made to suit the needs of individuals through tailored programmes outlined in IEPs which are available to all teachers through the school intranet. In addition there is support available from LSAs in class and individual or group tuition in the Unit. There are very helpful arrangements in place to support independent study both during and after school which are appreciated by pupils and parents alike. Learning Support Assistants were observed helping pupils write down what was needed for homework in their planners to ensure this was clear and accurate.



DU 13

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

The SENCO has frequent dialogue with the Principal, and SLT. She has attended Academic meetings and is routinely contacted for advice concerning curricular initiatives and assessment procedures. The department has a high status within the school and time is allocated in staff meeting and INSET provision for this important part off the educational offering at Fulneck. Papers have been submitted from theSENCo to inform the policy making at SMT and Governor level.

Consultant's comments: Mrs Newman confirmed that Mrs Dunn has Head of Department status and effective input into curriculum planning



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:**

Routine screening takes place, according to the age of the child, using COPs and LASS. Form and Subject teachers have agreed procedures of expressing concern and consultation then takes place between the relevant departments. Parents are kept well informed of any processes and assessments underway and are invited to discuss these at the earliest opportunity. Additional screening is achieved via the DA Screener and Maths Snapshot Numeracy 1999-2000 Research Machines PLC. The admission form allows parents to declare any known special need. During the admissions process, the parent will have considerable dialogue with the SENCo about the needs of the child and the provision that the school is able to provide.

Consultant's comments: Several of the pupils spoken to stated that their dyslexia had been identified by the school and others that they had come to the school because their parents knew that there was good support available for dyslexia. Teaching staff are aware of the procedures to follow if they have concerns about a child and that these will ensure follow up investigations by the LSU staff.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** Depending on the severity of the needs: steps will be taken to address the perceived needs. This may involve advising the teachers/ form tutor, of appropriate strategies and interventions. It may involve the provision of one to one tuition with the agreement of the parents. Inclass support may be targeted towards meeting this need and the resources of the school fully deployed.

Consultant's comments: The LSU ensures that the appropriate provision is made depending upon individual need.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** much assessment can take place within the department and the staff, especially the SENCo has a range of up to date assessment materials at her disposal. However, if a full diagnostic report is required then we work closely with a small number of psychologists. We can also, according to the Equality Act 2010, refer via the school nurse and GP to secure an assessment through this route. Private assessments are arranged with Dyslexia Action or with Mr Robin Hedderly BSc, DipEd, MSc, FBPSS, CPsychol with whom the school has a long and very positive relationship.

Consultant's comments:



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**

Lessons support the work done in Curriculum subjects, especially in the Option Groups, where subject teachers are routinely asked if there are areas that require additional input. Mathematic is taught explicitly, using the Dyslexia Action Mathematics Programme. Teachers in the LSU have an input into the mainstream teaching programme. For example, the assistant SENCo takes Y10&11 maths sets where there happens to be a number of Dyslexic pupils. This works well both for the pupils and liaison between the departments. It also models good practice for dyslexic friendly teaching in the classroom. The department has an HLTA who has input into Y8 and 6 especially and teaches study skills to assist the pupils in many curriculum areas. Literacy support is delivered in many ways, but the backbone of our work is achieved using the Dyslexia Action Literacy Programme. In addition to this and many other schemes, much time is spent on alternative recording methods and the school has invested considerable time and resources into Voice Activated Software This is also reflected in the considerable use of iPads and Chromebooks in Y6. The purpose of such intervention is to give dyslexic pupils the chance to express themselves on a more equal footing with their non-dyslexic contemporaries.

Consultant's comments: It was clear in observed curriculum lessons that preparation included specific strategies aimed at presenting information and eliciting work in a dyslexia friendly manner. White boards were used to present information and tasks, the use of laptops/ ipads was encouraged in Science and the Maths department had devised visual maths dictionaries for all the pupils to use. Some of the pupils benefitted from the use of voice-activated software and one pupil demonstrated the use of a reading pen which she found particularly helpful and more importantly for her - enabled her to work independently.

Worksheets in Science were attractively presented and clear using a large font with tasks presented clearly.

In the Unit teachers were observed using a variety of multi-sensory activities to teach literacy and numeracy and from materials available there it is clear that there are good variety of resources used for this purpose. A study group was also observed with teaching tailored to the different kind of support work needed in this situation.

- b) **Use of IEP's:** All pupils on the SEN register have a detailed profile which is used to inform planning and delivery of lessons both in the Unit and in mainstream lessons This is updated twice during the academic year and whenever a need should arise. More detailed documentation is to be found in IEPs which are produced for the following groups of pupils: boarders; statemeted pupils; pupils who have targeted in class support.

Consultant's comments: IEPs are detailed and relevant to the teaching and support required by individuals. They are valuable working documents and inform teaching staff and parents of objectives, targets and provision.



- c) **Records and record keeping:** Comprehensive records are kept on each LSU pupil. This will include IEPs, profiles, work covered, correspondence and testing. they are securely stored in individual files and can be accessed by teaching staff in the Unit only.
 Hard copies of all issues (inc Ed Psych reports/Annual Reviews where appropriate relating to a student's SEN are kept in filing cabinet in LSU and in the pupil's personal folder in the school office.
- LSU computer database keeps records of SEN register, current student profiles and IEPs.
 - LSU work programmes kept in student files.
 - Details of exam access arrangements kept on file in the LSU and in the exams office.
 - Tests used in individual assessments include WRAT III Expanded, TOWRE, N.A.R.A., BPVS, MAT Dyslexia Screener, PhAB, Dyscalculia screener and CTOPP
 - External examinations – , GCSE, GCE May/June.
 - Whole schools tests and exams November and June.

Consultant's comments: Records are kept appropriately and give detailed information regarding testing, progress, access arrangements and IEPs; in addition there is also pastoral information for boarding staff.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** Case studies provided show the provision and impact of targetted support on literacy levels, resulting in clear progress. Access arrangements provided are appropriate. Both pupils have developed their potential in non academic areas and have experienced success here as well as academically. The achievements of the pupils reflect the importance the school places on developing individual strengths as well as academic skills.

Criterion 3

- e) **Impact of provision – assessment summary** (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	60	30	70	n/a	n/a
SpLD Pupils	2	2	0	n/a	n/a

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	57	72.9	71.9	100
SpLD Pupils	7	82.3	71.4	100

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	27	6		16		13	
SpLD Pupils	8	1		3		2	



Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	14	13		12		6	
Dyslexic Pupils	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- f) **Any other relevant information, egg details of any other examinations taken, Reading and Spelling age assessments:** WRAT reading and spelling tests are routinely taken by all pupils enabling us to effectively track their progress. WRAT comprehension is also used as appropriate. Other recognised and approved tests such as CTopp are deployed whenever necessary and particularly in regards to exam arrangements.
Consultant's comments: GCSE performance of Dyslexic pupils is very good and in line with that of their non dyslexic peers.
- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** The school is committed at all age groups, to implementing access arrangements. This applies to external, internal and informal testing including the Year 7 Entrance Examination where they are used for both external and internal candidates. See sheet attached for the details for public examinations
Consultant's comments: The school has been developing the use of reading software in line with new developments in using this as an access arrangement and this is proving to be very useful with some pupils. The access arrangements obtained for the pupils cover the full range and are appropriate to the needs of the pupils.
- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** This Consultant met with pupils from all age ranges from both Junior and Senior schools. The pupils were polite, friendly and respectful and talked openly about their dyslexia and their learning. All pupils felt that their needs were being met and could name teachers that they could turn to if they felt they had a problem. They felt that they were well supported and commented that the support in the classroom and lessons in the Unit had contributed to the progress that they all felt they were making with literacy and, in several cases, also with numeracy. The homework club was appreciated by the older pupils, as were the study skills groups which take place in the Unit. Use of technology such as the reading pen and laptops was felt to be beneficial. All pupils liked their school, one or two thought that the meals could be improved, although this was not agreed with by the majority.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** The Learning Support Unit is well resourced for the assessment and teaching of students with dyslexic and other learning difficulties. We are equipped with a full range of up to date texts, readers, i-pads, teaching aids, games, specialist computer hardware and software

Consultant's comments: There is a good selection of materials to support the individual teaching and study skills lessons. The Unit has several computers as well as a variety of games, books and resources to utilise when following individual programmes.

- b) **Library:** There are Senior and Junior libraries. Each carries a range of texts and resources appropriate to the age groups they cater for. Both libraries are equipped with computers linked to the whole school network and the internet. Lessons are time tabled for research and opening times include break, lunchtime and after school.

Consultant's comments: The libraries are attractive, welcoming spaces used for timetabled lessons as well as unstructured time. They have a good selection of texts intended to encourage reluctant as well as proficient readers.

- c) **ICT:**

The school has 8 ICT suites linked to the network.

- The LSU has computers linked to the network and the use of two laptops (intended mainly for examination use) with appropriate software – eg Inspirations, Wordshark, Starspell, Englishtype and others.
- Students are encouraged to word process work, especially homework, wherever possible.
- Students are encouraged to use laptops in their mainstream lessons according to their needs.

iPads, Chromebooks are routinely used to supplement this work in the junior School

Pupils come to the Unit to complete assignments using the Voice activated software and during prep.

Consultant's comments: Pupils benefit from using ICT in the form of PCs, ipads and laptops across the curriculum with plenty of access during lessons and after school. The school is well resourced with protected internet accessible to all.



DU 10 & 11

- d) **Learning Centre:** The LSU is conveniently located at the East End of the school close to Reception, the administrative offices, the Junior Library and the photocopying room. The LSU has full time use of two large rooms. Both rooms can accommodate one or two teachers working with an individual or a small group of students working independently or with a Learning Support Assistant. There is also a shared office space..

Consultant's comments: The Unit's central position shows the importance the school places on the work which is done there. The large rooms make it possible for more than one teacher to work with an individual pupil without causing distraction. Mrs Dunn is also able to book a conference room for testing so that the work of the department can continue uninterrupted. The office space is not used for work with pupils but rather as a store room for records and a work room for staff if needed. The walls of the unit are covered with examples of work, some of which have been corrected by teachers. It was interesting to see the comments made which were encouraging and positive. On another wall the achievements of pupils who access the unit were celebrated.



Statement of Special Educational Needs

11. a) **School policy:**

The school (which includes the EYFS) recognises that all pupils are entitled to an education relevant to their needs and abilities. The school aims to develop a whole school response to Special Educational Needs (SEN) provision, and to provide a caring humane environment where children can gain self esteem and confidence. The Policy is based on the Special Educational Needs Code of Practice issued by the Department for Education and Skills in November 2001 and the Equality Act 2010.

The school accepts statemented pupils and we currently have three on roll who have a variety of needs. Statemented pupils will be admitted provided that they can demonstrate their ability to benefit from the education offered at Fulneck. As with all admission, the school reserves the right not to offer a place when the acceptance of that place would not be in the best interests of either the pupil or the school.

Consultant's comments: Mrs Dunn is experienced in ensuring that the correct procedures are in place to fulfil the process requirements for Statemented pupils.

Independent
Schools only

b) **Types of statemented needs accepted:** The school has catered for the needs of statemented students with the following difficulties: dyslexia, dyspraxia, communication difficulties, autistic spectrum disorders (mild), neurofibromatosis.

The school is willing to consider each case on an individual basis.

Consultant's comments: The school has experience in meeting the needs of statemented pupils with a range of difficulties.

c) **Number of statemented pupils: 3**

Consultant's comments:



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

Independent
Schools only

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:** Parents contacted were unanimous in their praise for the difference that Fulneck had made to their children's confidence and learning. 'He is a changed boy', 'The school has made a phenomenal difference - before going there he was unable to read or write and now he is writing his own stories.'

They felt that they were easily able to contact the school through emails and could arrange meetings when there was a need. One parent stated 'Parents, teachers and the Learning Support Unit are a team', and commented that in addition to finding the school easily contactable, school also initiated contact with them if they felt that their child needed some extra input at home. All parents were very happy with the provision made for their children, one saying that they felt the support given to individuals was outstanding.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Fulneck School is a happy, friendly school with a relaxed atmosphere. Staff and pupils have good relationships built on mutual respect and understanding. Teaching and highly qualified and experienced support staff show good knowledge of the dyslexic individuals they teach and implement effective strategies to support their learning. Standards and expectations across the school are high and result in very good achievements and progress for all pupils. The LSU provides high quality interventions and support both within the unit and throughout mainstream lessons. Parents are unanimous in their praise of the school and the positive impact it has had on the lives of their children.*

I recommend that Fulneck school maintains its DU status.

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.	x
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	x
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	x
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	x
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	x
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.	x
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.	x
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	x
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.	x