



## Council for the Registration of Schools Teaching Dyslexic Pupils

### King's School, Bruton

### Registration – Category DU

1. *Date of visit:* 8 October 2013  
 2. *Name of Consultant(s):* Mr Nick Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>King's School</b> Bruton Somerset BA10 0ED Tel: 01749 814200 Fax: 01749813426 Email: <a href="mailto:office@kingsbruton.com">office@kingsbruton.com</a> Web: <a href="http://www.kingsbruton.com">www.kingsbruton.com</a>	Semi-rural	212 boys	Dysl Dysp ADD P&S	HMC
	Ind Bdg Day	116 girls  Ages 13-18		GCSE GCE:AS/A2 Univ entry
<b>Comments:</b> King's has achieved outstanding value-added at A level for all student.				

*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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3. a) **Name and address of school:** King's Bruton  
The Plox  
Bruton  
Somerset  
BA10 0ED
- Tel: 01749 814200  
Fax: 01749 813426  
Email: office@kingsbruton.com  
Web: www.kingsbruton.com
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Mr Ian Wilmshurst  
Title (e.g. Principal): Headmaster  
Qualifications: MA, PGCE  
Awarding body: Cambridge
- Consultant's comments: An appropriately qualified headmaster who has a passion for the school to be effective and efficient.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Mrs Anne Sherrard  
Title (e.g. SENCO): Head of Learning Support
- Consultant's comments: A very well-qualified and experienced Head of Learning Support. She is keen to continue developing the integration of the unit's philosophy and excellent work throughout the school.*



## Background and General Information

4. a) **Recent inspections:** CReSTeD - 2010  
Ofsted – 2011  
ISI - 2012

*Consultant's comments: Both the Ofsted and ISI inspections reported King's School to be overall of an outstanding and /or excellent quality.*

*Ofsted 2011- Social Care Inspection: The overall quality rating is outstanding. All recommendations since the previous inspection have been actioned.*

*In summary, Helping children to be healthy – outstanding;  
Protecting children from harm or neglect and helping them stay safe – outstanding;*

*Helping children achieve well and enjoy what they do – outstanding;*

*Helping children make a positive contribution – outstanding;*

*Achieving economic wellbeing – good;*

*Organisation –outstanding.*

*ISI 2012 – Main findings:*

*The quality of academic and other achievements is excellent;*

*The personal development of pupils is excellent;*

*The quality of governance and of leadership and management is good overall, with some excellent aspects.*

*Regulatory Action Points:*

*To ensure that all List 99/ISA barred list checks are carried out before staff start at the school.*

*Recommendations:*

*Improve procedures at all levels of governance and leadership and management for ensuring compliance with regulatory requirements*

*Take steps to address the pupils' concerns about food.*

*Both recommendations have been actioned.*

Independent Schools only

- b) **Current membership (e.g. HMC, ISA etc):** HMC

*Consultant's comments: Appropriate membership*

- c) **Department of Education Registration Number:** 933 6004



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

		<b>Total</b>	<b>Dyslexic/ SpLD</b>	<b>Accepted age range</b>
Day:	Boys:	59	22	13 – 18
	Girls:	46	6	13 – 18
Boarding:	Boys:	153	57	13 – 18
	Girls:	70	16	13 - 18
<b>Overall total:</b>		328	101	

*Consultant's comments: The 101 pupils with specific learning difficulties includes pupils who have received some additional support in the past and are now being monitored and those that benefit from a variety of access arrangements during examinations. Of the 78 pupils from the fourth form to sixth form with access arrangements identified 50 have support lessons at the Learning Support Unit. The third form has yet to be fully assessed as early in their first term.*

e) **Class sizes – mainstream:** 10 - 12

*Consultant's comments: An appropriate size allowing all pupils' access to the teacher as teaching assistants are not common.*

f) **Class sizes - special needs:** 1 : 1 (sometimes 2 or 3 pupils for science tutorials)

*Consultant's comments: Appropriate*

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:**

*The ISI Report is the most recent- Pastoral care arrangements are excellent; they play a central role in helping all pupils attain high levels of personal development; staff from all areas of the school work very effectively together; the integration of day and boarding pupils is a true strength; relationships amongst the pupils and between the pupils and staff are excellent; pupils have a good range of adults to whom they can turn, including an independent therapist; there is little incidence of bullying; there is a suitable plan to improve educational access for those with SEND.*



## 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: All staff working at the Learning Support Unit are extremely well-qualified and share a wealth of experience. The staffing is being increased to include a recently retired member of staff on a part time basis who is studying for a specialist qualification at the moment.*

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: This is appropriate and clear on the school's timetable.*



## Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria  
1  
& 2

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

A pupil's needs may become apparent through:

- Identification at prep school level
- Screening procedure for the new intake
- Classroom teachers'/house staffs' concern
- Expression of parental concern
- Specialist assessment carried out in learning support or by outside agencies

*Consultant's comments: The policy is well-thought out, detailed and clear. It includes definitions; objectives of special educational needs provision; implementation; responsibilities of learning support; identification and assessment; timetabling; whole school commitment and record keeping. There is also a relevant policy for gifted and talented students.*

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

All new 3<sup>rd</sup> form are screened for difficulties with literacy and mathematics in their first term. 3<sup>rd</sup> form whose results give us cause for concern and with no background of Learning Support may be tested further. Parents will be contacted and asked to give their permission for this to happen. For those with a history of Learning Support further testing will be carried out and a letter may be sent to parents recommending how many lesson of Learning Support will be required; others may be placed on a monitoring list. Parents/prep schools may advise Learning Support before students arrive.

Scholarship and Common Entrance examination. Headmaster discusses Learning Support requirements of prospective pupils with the Head of Learning Support. Reports from previous school, Educational Psychologists' reports and Learning Support assessment. Capacity of Learning Support unit and specific requirements of individual pupils are taken into account when offering a place. Pupils and parents are interviewed by the Headmaster. Our priority is assessing the need of a pupil and confirming that the required support can be offered.

*Consultant's comments: The policy is concise and transparent in the school's requirements.*



Criterion  
3

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

- The Golden File to support organisation
- Revision workshops for exam candidates in the 3rd term
- Drop in sessions run by departments throughout the year for all students
- Weekly organiser sheets in summer term for all students taking public exams
- LS advice sheets to tutors re supporting SEN (and EAL) pupils
- Teaching file with key information on differentiation/teaching approaches to all departments from the head of teaching and learning
- Target setting shared between LS and bottom sets
- LS staff attendance at house meetings annually - re LS students and sometimes going into boarding houses to help with prep
- Inset : Differentiation - Sean McBlain – April 2013
- SEN Inset: ACS and AMJ: SEN – the current environment and developments in classroom practice
- Sept 2010:; Questioning in the classroom and AFL – mcs
- Sept 2011: Differentiation and active learning – mcs
- Philosophy for children inset – many kinaesthetic learning activities
- P4C – T2T (Philosophy) classes for all 3<sup>rd</sup> form: a major focus is the building of self-esteem and the valuing of contributions without them being measured against the ideas of “right” and “wrong”. The aim of a thinking skills programme such as T2T is “to help children become more thoughtful, more reflective, more considerate and more reasonable individuals” (Professor Michael Lipman)
- Inset for academic staff re scribes and readers given by the exam officer
- Classrooms - laptops encouraged
- BTECs being introduced in September 2013
- NVQ French
- The Library: books on CD; kindles; range of reading books on accelerated reader; author visits to encourage more reluctant readers
- Establishing a VLE: January 2014. Students will have access to differentiated resources.
- Study skills training for L6 each September
- Study skills for 5<sup>th</sup> form – April 2013 and December 2013

*Consultant's comments: There is a wealth of information regarding whole school responses to pupils with SpLD. Refer to comments made by parents and pupils in addition to an acceptance through discussion and observation that the list above is indicative of the work that is carried out at King's School but is not exhaustive.*



## School Organisation

7. a) **How is the week organised?** Two weekly timetable consisting of 33 x 55 minute lessons per week.

*Consultant's comments: This is an effective and efficient way to organise the school.*

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

SpLD pupils follow the same curriculum as the rest of the school. Learning Support lessons happen inside the main school day wherever possible. Students may miss PE lessons, PSHE, general RS, Church and in 3<sup>rd</sup> form ICT or the general music lesson. The time slot is arrived at in negotiation with the student. Some lessons do happen in slots between 3.35pm and 5.35pm. Learning Support lessons may also happen in an MFL slot if this has been given up, or if a student is taking fewer GCSEs this timetable slot is used for lessons.

SPLD pupils do prep in house. Tutors are aware of their difficulties and will give help. Students are also allowed to use Dragon software if appropriate. Learning Support staff sometimes go into houses in the evenings to help with prep.

*Consultant's comments: The school uses a whole range of general and specific effective and efficient arrangements to support pupils with SpLD in the school as indicated above. The introduction of BTEC qualifications has been welcomed by staff and pupils alike. The provision of additional maths is also proving effective and is becoming more important.*

DU 13

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

*Consultant's comments: This is appropriate and clear in meetings with SMT and other members of staff. All staff made it clear that communication between a whole range of staff is important with a focus on pupils that have needs. An example is staff aims to keep pupils off 'report' by providing support wherever possible. Matron plays a large part on the pupils' life too. Common assessment meetings are frequent and all pupils are discussed by staff.*





## 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:**

The Head of Department meets parents prior to application and during the application process. Pupils with complex histories are seen in the department to help to assess their support need. Existing schools are contacted and existing EP reports are viewed prior to entry to ensure that reasonable adjustments can be made. Prep schools liaise over Common Entrance and identify pupils with known learning needs. The Head of Learning Support is given details of all prospective pupils and further details are sought of any notified learning needs, or any pupils where the reports suggest that there may be specific needs. Once in the school all new pupils are screened for reading comprehension, spelling and free writing (speed and quality). New Y9 pupils sit the Midyis test. Those with depressed skills scores are monitored and their first reports (Christmas) scrutinised by the LS Dept. Furthermore monitoring is described in section 9C

*Consultant's comments: The identification and assessment policy is well-thought out and detailed. It is linked to the admissions policy.*

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

Contact parents and discuss the findings. Request permission for fuller assessment. Contact all staff teaching the pupil, House Master/Mistress and Tutor and request feedback. Review any reports or pre-admission information. On the basis of the assessment and information gained, lessons are suggested if need is indicated. In some unusual cases pupils are referred on to Educational Psychologist, speech therapist or for medical assessment as required. An entry is made on LS register and all staff are circulated regarding learning needs.

*Consultant's comments: This procedure is appropriate and comprehensive. A thorough monitoring system is also in place.*

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

If there is need for further investigation, a recommendation is made to parents for the pupil to be referred privately to an education psychologist or similar specialist for a full and detailed assessment. In house assessments are normally completed

*Consultant's comments: This is a comprehensive policy and there is good knowledge of local educational psychologist and other external assessors.*



## 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 dyslexics for:**

- **Curriculum subjects**
- **Literacy support Lesson** planning is tailored to individual pupils. However, there is a basic programme in place for each year with expectations for the delivery of a spelling programme and progress through levels of competency in reading and writing linked to curriculum demands. Booklets of activities for spelling, reading and writing tasks are produced by the Head of Department and updated to include changes in GCSE expectations and to share successful uses of resources in the Department. Teachers also make use of computer programs including Rocket Reader, Touch type, Read and Spell and Units of Sound to supplement their literacy support lessons. These can be accessed in study periods.

*Consultant's comments: Five lessons were observed. All lessons observed were excellent in their structure, planning, delivery and in the way pupils with SpLD were being accommodated. All lessons therefore met or exceeded the criteria for a DU CReSTeD school. The majority of lessons made excellent use of the ICT facilities on offer and were used in an integrated and relaxed manner. Outcomes and suggestions on how to achieve higher grades was integrated as were many strategies to aid learning e.g. The PEE format; point, evidence, exploration. Pupils were enthused and eager to learn partly due to the detailed planning but also due to the warmth and humour shown by the staff yet remaining respectful. Multi-sensory techniques were used widely and effectively in the majority of the lessons with a Wow factor! A variety of letters in envelopes had to be opened, read and evaluated by pupils in a Year 5 English lesson. The class were totally absorbed pooling their thoughts on the whiteboard in this targeted and slightly competitive environment which was also full of appropriate humour. An action-packed Year 4 science lesson had pupils exploring circuits in a well-paced and extremely well-organised fun lesson with clearing learning objectives and support for those with SpLD. Teachers also use annual learning support and liaison with departments sheet to link their planning with the Learning Support Unit.*

- b) **Use of IEP's:** IEPs are drawn up at the beginning of a new school year. For pupils already in the school the IEP will take account of retesting of Reading, Reading Comprehension and Spelling. A pupil's summer term report will also be used to identify areas or patterns of difficulty. The IEP will be discussed with a student and then sent to parents who are invited to comment or add their own thoughts to the process. The IEP will be used as a working document as teaching takes place with changes made and achievements recorded. Changes may also be made as a result of further assessment or an educational psychologist's visit. For new pupils arriving in the school information from a prep school will also be used to help build the IEP as well as reports from educational psychologists. The full screening process for all with a background of LS will provide key information to help design an IEP. IEPs of 3rd years are given to parents at the parents' meeting in October and are used as a focus of discussion.

*Consultant's comments: The IEPs are thorough and well-written. They include of the necessary information required to work effectively with the pupil.*



- c) **Records and record keeping:** Screening tests for new 3rd year pupils arriving in the school happen in the first week of the Christmas term. New arrivals into other years are also tested. Tests used for screening are WRAT 4 spelling, DASH free writing and WRAT4 extended for Reading Comprehension. The Ann Arbor screening test is sometimes administered. Further testing in the department for assessment (as appropriate) and exam arrangements makes use of these tests if needed together with: WIAT-II-T, TOWRE, CTOPP, WRIT, Digit Memory Test, SDMT, Working Memory Test Battery for Children, Adult Reading Test, Hodder Diagnostic Reading Analysis, York Assessment for Reading Comprehension, DASH, DASH 17+, Patoss Handwriting Assessment. Students are monitored in whole staff common room meetings which happen twice a term after assessment grades have been awarded to all pupils. The Head of LS attends this meeting and will follow up pupils of concern. In addition, struggling pupils or pupils with problematic classroom behaviour are normally assessed by LS to exclude SpLD and to provide advice to other teaching staff where possible. LS tutors will talk to subject teachers and discuss where they might further support a pupil in LS lessons or how a subject teacher might further help an LS student in mainstream lessons. Full reports for academic subjects are written in the Christmas and Summer term. The LS department write reports on their pupils on a termly basis. The LS department chart the progress of their students in spelling and reading comprehension on a yearly basis.

*Consultant's comments: Records and record-keeping are a strength of the school. They are comprehensive, informative and used by all staff.*

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 have IEPs with all necessary information clearly reported. This includes when additional lessons started, any external reports and which teachers are supporting.*

*Weaknesses are listed with targets, techniques and methods, resources and possible strategies for use in the class as well as a column for achievement.*

*The IEP also includes pupil's current testing scores including their reading age, spelling age and writing speed as well as any other assessment and any examination concessions.*

*The pupils are discussed at regularly at Common Assessment Meetings. Parents are kept very well informed about their child's progress and of any concerns the school may have.*



Criterion 3 e) **Impact of provision – assessment summary**

<b>A-Level (GCE) and VCE</b>	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	62	62	100%	363	103.5
Dyslexic (SpLD) Pupils	12	12	100%	267	94.1

<b>GCSE</b>	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	63	85.1	84.1	100%
Dyslexic (SpLD) Pupils	26	85.0	80.8	100%

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** BTecs introduced in 6<sup>th</sup> form from 2014. EFL students (including some with SpLD) complete exams in English including PET, FCE and IELTS and iGCSE English. Level 1 Number and Stats sections of the Edexcel Award are under-consideration for a dyscalculia pupil. Midyis and ALIS data collected and evaluated in school.

*Consultant's comments: The school makes good use of a whole range of assessment and examination results.*

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Reader, scribe, Oral Language Modifier, extra time (25% and 50%), room on own, reading aloud, rest breaks, prompter, use of word processor, use of word processor with spell check. In 2014 we expect to have computer reading in place for the language section of English GCSE.

*Consultant's comments: The school makes excellent use of the wide range of options for access arrangements.*

- h) **For completion by consultants only: Dyslexic (SpLD) pupils' responses regarding their school and teachers:**

*All twelve pupils ranging from Year 9 to Year 13 thought very highly of King's School and especially of the Learning Support Unit and the support given to examination preparation. They had all received some support over the years. The majority had been sent to King's because of the reputation of supporting pupils with SpLD/Dyslexia or had come from Hazlegrove, the Prep School. All twelve thought that teachers throughout the school supported them very well and no member of staff gets annoyed if you ask for an explanation to be gone through again. The only aspect they thought could be improved was to provide a hard or electronic copy of the powerpoint presentation or notes at the start of the lesson rather than at the end as they could then concentrate on listening to the teacher instead of concentrating on writing notes. A high percentage boarded and found the support during Prep particularly useful. They were all very happy at King's and gained from the wide variety of extra-curricular activities on offer.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** IT as below. A wide range of resources for comprehension. Ramsden spelling programme followed. Units and Sound and DILP deployed as needed. Handwriting Recovery programme available. Subject textbooks available for most subjects taken by pupils, together with supporting resources. Six booklets to guide spelling, reading and writing development have been devised. Staff make a wide range of specific resources and have been developing a range of revision cards containing key points for science. A wide range of tests are in use as already indicated.

*Consultant's comments: These are excellent and appropriate for the ability, age group and the size of the school.*

- b) **Library:** The librarian is keen to provide a range of books suitable for dyslexic readers and also books about specific learning difficulties to support those learners in finding understanding and solutions for themselves. There is a wide selection of audio books and DVDs to support the curriculum and to facilitate enjoyment of literature. The library has access to a number of online resources that can be accessed. This access will be improved with the deployment of Read and Write Gold.

*Consultant's comments: The Library is impressive and there is a comprehensive library/learning support working agreement. The Librarian also has a development plan for the future to make the facilities even more accessible to pupils with SpLD. A joint venture with the local library to allow access to e-readers by pupils at the school is being explored.*

- c) **ICT:** Hardware: Humanware scanner (text to speech, can convert books to speech format), good computer equipment in all teaching rooms, wide use of laptops among pupils. Programs: Units of Sound, Dragon Naturally Speaking, Touch Type, Read and Spell, Inspiration, Audacity. Open dyslexic font deployed on all school machines. It is planned to deploy Read and Write Gold throughout the school in the academic year 2013-14. The ICT department liaises closely with the LS department to ensure that our pupils' needs are met. They also support individual pupils with program installation and difficulties with hardware/software as needed.

*Consultant's comments: There is a good range of IT provision throughout the school with pupils using word processors, mobile phones and I-pads in lessons. A Virtual Learning Platform is being trialled at the present time and will be rolled out in other subjects over the next year or so.*

- d) **Learning Centre:** New centre opened in September 2013. Quiet area for pupils to withdraw if needed, good teaching rooms with access to computers and resources.

*Consultant's comments: The relocation has enabled the Learning Support Unit to remain central to the philosophy to the school yet providing opportunities for expansion.*



## Statement of Special Educational Needs

Ind'  
Schools  
only

11. a) **School policy:** There is no specific policy on statemented children. They are considered and accepted subject the capacity of the school to make necessary reasonable adjustments.  
*Consultant's comments: This is appropriate for the type of school.*
- b) **Types of statemented needs accepted:**  
Dyslexia, Asperger's Syndrome and Cerebral Palsy have been accepted in the past. We will consider all SpLDs provided reasonable adjustments can be made.  
*Consultant's comments: This is appropriate for the type of school.*
- c) **Number of statemented pupils:** None  
*Consultant's comments: This is appropriate for the type of school.*



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

Ind'  
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:**

All six parents were unanimous in their support and gratitude for what King's School has achieved for their children. A number had been diagnosed whilst at the school or at Hazlegrove, the Prep School. Others applied because of the excellent reputation of the school and in particular the Learning Support Unit and the pastoral care throughout. They all feel that their children have made very good progress with grades having increased in certain subjects. The positive development of their children's self-esteem and being happy at school was highlighted. Communication is seen to be a strength with the school.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:***

*King's School is an exceptional school and more than deserves to retain their DU status with CReSTeD. The grounds and the school are immaculate providing a suitably appropriate environment in which to learn and for the boarders to reside. The atmosphere throughout is friendly, calm, welcoming and industrious. The school is appropriately resourced to support pupils with specific learning difficulties and the teaching/learning rooms are of a very good size, clean, well lit, ventilated and free from distraction. The school is extremely well run and the recent changes to the management structure and the relocation of the Learning Support Unit supports all pupils but in particular those with specific learning difficulties. Staff and pupils are very proud of their school and are extremely happy there. Parents are incredibly positive with the provision and feel that their children have made progress and are happy attending the school. Further developments, particularly in the area of ICT will continue to support their desire to improve the 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:-

<b>Consultant to tick relevant boxes when criteria are observed to have been met:</b>	
<b>Criteria</b>	<b>DU</b>
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<b>yes</b>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<b>yes</b>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<b>yes</b>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<b>yes</b>
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	<b>yes</b>
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.	<b>yes</b>
12. There is 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.	<b>yes</b>
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	<b>yes</b>
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.	<b>yes</b>