



## Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Re-registration Application Form Category DSP – Dyslexia Specialist Provision

Date of visit:

8<sup>th</sup> February 2017

Name of Consultant:

Fay D Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
<b>Knowl Hill School</b> School Lane, Pirbright, Surrey, GU24 0JN Tel: 01483 797 032  Email: <a href="mailto:office@khs.education">office@khs.education</a> Web: <a href="http://www.knowlhillschool.org.uk">www.knowlhillschool.org.uk</a>	Village	34 boys 14 girls	Dysc Dysl Dysp ADD P&S	NASEN
	Ind Day	Ages 7-16		GCSE BTEC Functional Skills
Comments: National Curriculum; Occupational/Speech & Language Therapists; Emphasis on Technology; Instrumental Enrichment programme.				

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.

## School Details

Name of school: Knowl Hill School  
Address of school: School Lane, Pirbright, Surrey  
Telephone: 01483 797032 Fax:   
Email: [office@khs.education](mailto:office@khs.education)  
Website: [www.knowlhillschool.org.uk](http://www.knowlhillschool.org.uk)

## Name and qualifications of Head/Principal, with title used:

Name: Janet Lusty  
Title (e.g. Principal): Head Teacher and SENDCo  
Head/Principal's telephone number if different from above:   
Qualifications: BSc (Hons) PGCE PG Cert Dyslexia and Literacy  
Awarding body: University of York

### Consultant's comments

Janet Lusty took on the role of Head Teacher in 2014, after a period when the school had seen several changes of leadership. Jan is a well-qualified, experienced and enthusiastic Head and SENDCo, who fully understands the needs of SEND students. She is a passionate and dedicated leader, who is bringing welcome changes to the school. Jan is much appreciated and respected by her staff team, pupils and parents alike.

## Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:

Name: As above  
Title (e.g. SENCO):   
Telephone number if different from above:   
Qualifications:   
Awarding body:

### Consultant's comments

Jan Lusty's dual role as Head Teacher and SENDCo is demanding but one which she carries out competently, with the assistance and total support of the deputy Head, Dr K Govender, who shares her vision for the well-being of the pupils.

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## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	936/6554		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys:	34	
		Girls:	14	
	Boarding:	Boys:		
		Girls:		
	Overall total:		48	

### Consultant's comments

The school is operating at around its ideal maximum capacity. All the pupils have special educational/additional needs.

c) Class sizes – mainstream: N/A

### Consultant's comments

d) Class sizes – learning support: 2-7

### Consultant's comments

The small classes and high teacher/pupil ratio are ideal for the learning needs of the pupils. Additional support was in evidence in all classes observed during the visit.

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

The Ofsted Independent School additional inspection report (Published 21<sup>st</sup> October 2016) states that 'The school meets the requirements of the schedule (Independent school standards) Regulations 2014 and that 'The arrangements to safeguard and promote pupils' welfare are effective....Leaders have made safeguarding everyone's priority.....There is a distinct culture of vigilance and care....Pupils say they feel safe and well cared for at school'.

Independent Schools only

f) Current membership (e.g. HMC, ISA etc.):

### Consultant's comments

g) Please supply the following documentation:

i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed Information received

or provide link to view reports via the internet Information received

ii. **Recent Inspection reports**, please indicate copy enclosed Information received

or provide link to view reports via the internet Information received

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed Information received

or provide link to view information via the internet

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Consultant's comments

The above documentation was made available and can also be viewed on the school's attractive website. The prospectus is brief but informative and all information provided about the school is clear, concise and easily accessible.

## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

Knowl Hill School will provide an excellent education in a nurturing, friendly and creative environment. Each child will:

- Become a confident resilient learner
- Reach their academic potential
- Leave prepared for adulthood, both emotionally and practically
- Believe that there is no limit to what they can achieve in life

Consultant's comments

This is an admirable mission statement, to which the Head Teacher and staff are totally committed.

Criteria 1 & 2

b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed

Information received

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

- i. **Policy for SEN/SpLD**
- ii. **Support for policy from Senior Management Team**
- iii. **Support for policy from governors**
- iv. **Admissions Policy/Selection Criteria**
- v. **Identification and assessment**

Information received

Consultant's comments

The school's policies are updated regularly and are robust and relevant, incorporating current legislation. The SEND/SpLD policy is supported wholeheartedly by the Governing body and Senior Management Team

Criterion 4

d) Give specific examples of the whole school response to SpLD

We are a school entirely consisting of pupils with SpLDs.

Consultant's comments

Knowl Hill exists to meet the needs of SEND pupils. This is achieved through the commitment and dedication of the Leadership Team, well qualified teaching staff and therapists and through partnership with parents and the pupils themselves.

e) Number of statemented pupils: 48

Consultant's comments

All but 4 of the current pupils have Statements of Need or EHCPs

Independent Schools only

f) Types of statemented needs accepted:

SpLD Dyslexia DCD ADHD/ADD ASD DLD

Consultant's comments

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The school is staffed, resourced and equipped to comply with the requirements of the aforementioned needs.

### 3. Identification and Assessment

Criterion 1  
DSP 6.9

3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:

N/A

Consultant's comments

- b) Give details of what action you take when children are identified as at risk of SpLD

N/A

Consultant's comments

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

We offer a full SaLT/OT assessment but most pupils arrive with this, plus a statement or EHCP.

Consultant's comments

The school is able to offer additional assessment, from highly qualified professionals, should this be necessary.

### 4. Teaching and Learning

4. a) How is the week organised?

On Monday we have a whole school assembly from 9:10 – 9:30. On Tues – Fri we have reading and phonological groups during this time for the whole school. The Junior school which is years 3 – 8 (although we have no year 3s at the moment) then operate on a different timetable to the seniors (years 9 - 11), so that they are not all together during break time and lunch time. SaLT and OT group sessions are interwoven through the timetable. 1:1 sessions change time regularly so that the pupils do not always miss the same lessons. We have 11 30 minute lessons in each day, plus enrichment activities on Mon Tues and Thurs, one of which is a homework club. On Friday afternoons, the Juniors have woodland activities.

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

The Junior pupils have less homework than mainstream pupils, as they are generally very tired after school and parents have found the homework to cause conflict at home. However, they do have a spelling list each week and a reading book, and an occasional maths task or project to complete. We have a policy that a pupil will not be disciplined for not completing homework in the Junior school. In the senior school when GCSE subjects are introduced, we increase the amount of homework and provide a prep club for those who struggle to complete it at home.

Consultant's comments

The week is well planned, with appropriately short learning periods and

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Criterion  
3 & 4

c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- *Curriculum subjects*
- *Literacy support*

incorporates therapy sessions and learning breaks. 1:1 sessions fit easily into the timetable. Homework and Prep Club are an invaluable addition to the timetable.

Knowl Hill is a school for children with SpLDs. As such, the school uses a dyslexia friendly approach, i.e. a multisensory teaching style using visual timetables and checklists in order to foster independence. The school broadly follows the National Curriculum, aiming for a narrow and deep approach. We select areas of focus in each subject but cannot cover everything in the NC as we have an emphasis on overlearning. We do not offer MFL as our pupils generally struggle with English.

Staff are either trained or are being trained to teach children with dyslexia, dyspraxia, ASD and ADHD. This training is both internal and external. The school has clear policies on the structure of lessons and on behaviour, and the therapists, both OT and SaLT who are on site, liaise with teachers and LSAs as issues arise.

Improving literacy is a primary goal of the school, so for those who are severely dyslexic, literacy lessons are delivered by teachers with qualifications in dyslexia and literacy. Our pupils read in a small group every morning in our whole school reading programme. For the small number of pupils (around 5) who have less need of more reading intervention, comprehension or maths is available instead. Teachers at Knowl Hill use the agreed lesson structure in which new vocabulary is introduced in a deliberate way, using methods such as 'Word Aware' and the therapists prepare pupils for some subjects e.g. Science, with the vocabulary they will be using in the following lessons. While we focus on spelling and handwriting at specific times, we use IT tools in order to allow pupils to focus on creative writing for example.

Pupils lower down the school are vertically streamed for Maths so that we can stretch and challenge the more mathematically able pupils, whilst giving extra support to those who struggle or even have a diagnosis of dyscalculia. Class sizes vary but usually have 5 or 6 pupils in a group. Maths lessons are as multisensory as possible. In the Junior school one double lesson every week is devoted to completing abstract and word problems. Times tables are rehearsed throughout the school. As many dyslexic and dyspraxic pupils struggle with sequence, this is a concept the maths department regularly focus on. Maths Mastery techniques along with Numicon and other kinaesthetic tools are used. Computers are used to encourage independent learning and reinforcement.

The therapists provide SaLT and OT according to the band level recommended by the statement. Therapists also attend many lessons both to advise and to observe. In addition to this, staff are aware of the therapeutic targets for the children. This works in tandem with the behaviour policy of the school, so that the SENDCo and therapists are alerted when difficulties arise and then inform staff or adapt therapy accordingly. The OT department support pupils in class and in 1:1 or small group sessions with handwriting and fine motor skills, core strength and gross motor skills as necessary. Pupils have 1:1 and some group sessions with both SaLTs and OTs. The teachers work with the advice and supervision of therapists as necessary. The SENDCo and therapists give in-house training to staff on a weekly basis. Each child is regularly discussed and their progress monitored in these



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training sessions. Many pupils require a high level of SaLT support, in both 1:1 and group sessions, working on both phonological and social skills. As almost every child at Knowl Hill presents with significant short term memory difficulties, attention difficulties and slow processing speed, techniques to develop strategies for these and built into every lesson, such as 'overlearning' and 'chunking' of information. Teaching is at an appropriate pace and differentiated according to the children in the group. Lessons are as 'hands on' as possible, and the aim is to create a safe and positive learning environment for every child. Standard textbooks are generally replaced with worksheets and information sheets which are not 'text heavy'. Mind-mapping is used regularly, and copying from the board is avoided as much as possible. The school uses the latest IT resources to support dyslexic learners, such as the OneNote Learning Tools. All pupils learn to touch type. The school provides a significant amount of pastoral support, with each child having a form tutor, access to therapists, SpLD trained LSAs and the school SENDCo. The form tutor provides a visual timetable which is prepared at the end of the day ready for the following day, and then rehearsed again in the morning before lessons. Each child has a planner with their visual timetable, homework clearly recorded, space for communication between home and school, and the school reward system (merits). We use Classcharts software which allows us to monitor behaviour both positive and negative, which parents can access along with homework. In unstructured times, such as breaks and lunch, there are always two members of staff on duty, overseeing a group of approximately 18 children in the Junior School, and 27 in the Senior School.

A large part of the success of the school has been in building the self-confidence of each child, partly because in the Knowl Hill environment every child has SpLDs, but their cognitive skills are within the normal range. For many this in itself gives them a huge boost and enables them to progress, feeling safe and knowing that they will be able to get the help they need from staff who understand them. At the same time, they are stretched academically and many of our pupils go on to achieve several GCSE grades of C and above. A good range of vocational and Entry Level qualifications are also offered. Our pupils often struggle with interpersonal skills and friendships. Staff at Knowl Hill School are very aware of these issues and have considerable experience in meeting the needs of children who are sensitive and have a low self-esteem. Being among peers with similar needs to themselves has, in our experience, made a very positive impact. It is our hope and expectation that as their self-esteem improves, our pupils make significant progress in many areas, both academic and emotional.

At Knowl Hill we have a growing number of pupils with a high level of anxiety. A primary aim of the school is to provide a small calm nurturing environment where these children, who are academically able in many areas, can concentrate on learning and making friends, rather than entering the all too familiar downward spiral of anxiety, mental illness and absenteeism. We have an onsite counsellor two days a week and a Quiet Room where pupils can go to calm down when they feel overwhelmed. We have had huge success in helping these anxious pupils to reengage with their education, to develop resilience, and to make friends. The school has a peer mentoring system run by our school counsellor and all pupils can be allocated a mentor to go to for help and advice.

**Consultant's comments**

*Six teaching/therapy sessions were observed during the visit. Each session*

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took place in an attractive setting and was well prepared and delivered. The sessions were lively and full of fun and it was noted that the pupils were actively engaged in their own learning. Pupils were encouraged to give their opinions and were well able to explain what they were learning. The good rapport between teachers and learners was much in evidence. Support staff were effective in giving help and guidance where necessary. Resources, including IT, enhanced the positive learning experience.

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

Two IEPs are attached

Please indicate **two examples** enclosed

Information received

**Consultant's comments**

The examples of IEPs are extremely detailed working documents, with realistic, achievable targets. The pupils are involved in target setting and the plans are reviewed regularly, so that strategies can be discussed and outcomes seen.

- e) Records and record keeping:

We assess pupils termly in all subjects and enter grades into a spreadsheet. There are three academic reports each year.

Therapy assessments are carried out for Annual Reviews at a minimum.

We have moved from a behaviour log to Classcharts which records positive and negative behaviour with added notes where appropriate.

**Consultant's comments**

The school's record keeping is an efficient way of tracking pupils' academic, emotional and behavioural progress.

Criterion 3

- f) For comment by consultants only: Review history of provision made for two pupils.

Provision is made based on the pupils' Statements of Need or EHCPs.

Those seen indicated a level of provision above and beyond the requirement.

Criterion 3

- g) Impact of provision – assessment summary for all pupils (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					
SpLD Pupils					

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	9	23%	0	67%
SpLD Pupils	9	23%	0	67%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	none						



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SpLD Pupils							
Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	none						
Dyslexic Pupils							

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:  
BTECs and Functional Skills qualifications were achieved by all pupils in year 11. I don't have the results to hand but I can add them later if required.

**Consultant's comments**

GCSE results are pleasing and additional BTEC and FS qualifications help towards enhanced self-esteem and allow the pupils to transition well to post 16 education.

## 5. Facilities and Equipment for Access to Teaching of SpLD Pupils

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:

There are too many to mention as the whole school is and SpLD school but we teach in as multisensory a way as possible, so many kinaesthetic and visual learning tools are available. We have a fully equipped kitchen, Science lab and Photography room.

**Consultant's comments**

Knowl Hill is well resourced with appropriate learning tools. Particularly impressive are the Cookery, Science and Photography facilities.

- Criterion 5.2 b) ICT:

Most rooms have a set of computers. We use a wide range of software to enhance the learning of SpLD pupils, e.g. inspiration, Dragon, Nessie, TTRS. All classrooms have either an interactive whiteboard or a screen and projector.

**Consultant's comments**

IT was in use or available throughout the school. Interactive whiteboards were being used to good effect in a number of lessons observed.

- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

All our pupils have access arrangements, usually for a reader, a scribe and 25% extra time.

**Consultant's comments**

Appropriate Access arrangements are in place for all pupils. Jan Lusty is qualified to assess for AAs and these arrangements reflect the pupils' normal way of working.

- Criterion 5.4 d) Library:

We have a library in our Quiet Room with resources for both pupils and staff.

**Consultant's comments**

A good range of reading material is available throughout the school and the

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small library/ Quiet Room is a calm and comfortable place for reading and research to be enjoyed.

## 6. Details of Learning Support Provision

- DSP 6.1      6. a) Role of the Learning Support Department within the school:  
A whole school approach.  
Consultant's comments  
Knowl Hill supports the learning of all its pupils, with a carefully planned time table and subject curriculum suited to a wide variety of needs. The expertise of the team of specialist teachers and therapists ensures a whole school approach to Learning Support.
- b) Organisation of the Learning Centre or equivalent:  
We also have a language class for pupils with more severe DLD, with a high level of SaLT support. See attached prospectus.  
Consultant's comments  
This is an invaluable addition.
- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?  
n/a  
Consultant's comments
- d) Supporting documentation, please indicate enclosed:  
i.      **SEN Development Plan (or equivalent) enclosed**  
ii.     **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**  
iii.    **List of known SpLD pupils in school**

Information received

## 7. Staffing and Staff Development

- Criterion 7      7. 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 at Knowl Hill present as a well-qualified body of expertise and experience. Regular INSET sessions ensure continuing professional development.
- DSP 7.3      b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?  
The English teachers do not, as they are recently employed, but have in house training. We are aiming to send them on these courses as soon as we are able. The teacher of pupils in the language class has the PGCert, and teaches some pupils with severe dyslexia 1:1 as well. We have an LSA who is actually a qualified teacher with level 3 and many years' experience, who

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MS Only	f)	works with our younger pupils who are more dyslexic. Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): All staff are aware of the needs of all our pupils with regular updates and training sessions every week. Consultant's comments The level of experience of those teaching English, plus the in-house training programme, satisfies the CReSTeD criterion. It is noted that plans are in place for Nationally recognised qualifications to be undertaken.
Criterion 4	g)	For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments? It was evident from lessons observed that members of staff are constantly finding and implementing ways in which to meet the needs of the pupils in their departments.

## 8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent Schools only	8. a)	Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.  For completion by consultants only: Parent Contacts: Parents spoken to were unanimous in their praise of the school. Jan Lusty was described by one parent as 'the most fantastic Head Teacher I have ever seen' and by another who said 'I cannot praise or thank her enough' Teaching staff were described as 'understanding, incredible, approachable and 'going above and beyond to build the self-esteem of the pupils.' The Science teacher was described as 'magnificent.' Parents generally felt that Knowl Hill delivers its promises to 'meet the needs of all its pupils' and that it has 'taken away the worry.' The pastoral care, counselling and therapy, offered by the school, are described as 'outstanding.' One parent would like to see more emphasis on academic studies and another would value more homework to be given. The overall feeling from parents is that Knowl Hill has changed the lives of their children in the most positive and caring way. All expressed a wish that Knowl Hill had enough space for 16+ provision, so that their children could continue their education in this safe, understanding environment.
	b)	For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers: A group of seven children, from different key stages, were asked (one with the aid of a signer) about their school. They all gave Knowl Hill 10/10 for the Learning and Pastoral support it provides. Some had had unhappy experiences in other schools but since coming to Knowl Hill had become more confident. One boy said 'before I came here I was scared but now I feel

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safe; I love school now.' Another said 'I wouldn't really change anything about the school.' The pupils said that at Knowl Hill it 'was alright to get something wrong' and that the teachers 'help them find solutions'  
All the children would 'like a bit more space', 'a swimming pool', 'class pets and 'faster internet connection.'  
Despite the range of difficulties represented in the group the pupils presented as happy and well integrated, with positive aspirations for the future.

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# Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	√
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	√
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	√
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	√
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	√
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	√
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <a href="#">Joint Council for Qualifications guidelines</a> .	√
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	√
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	√

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	√
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher (who holds an Assessment Practising Certificate.)	√
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	√
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	√

# Report Summary

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Summary of Report including whether acceptance is recommended:

Knowl Hill, founded in 1984, is a small but dynamic independent school, catering for SEND pupils from Years 8-11. Led with vision and compassion by the Head Teacher Jan Lusty, Deputy Head Dr K Govender and a dedicated team of well qualified professionals, the well- resourced School offers an 'excellent education in a nurturing, friendly and creative environment', which encourages each child to 'believe that there is no limit to what they can achieve in life.' This is borne out by the testimonies of pupils and their parents, who agree that Knowl Hill achieves these aims.

It is recommended that Knowl Hill continues to be registered in the category DSP (Dyslexia Specialist Provision).