



Council for the Registration of Schools Teaching Dyslexic Pupils

**Moon Hall College & Burys Court
Registration - Category DSP**

Date of visit:	9 th January 2015
Name of Consultant(s):	Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Moon Hall College & Burys Court Flanchford Road Leigh Reigate Surrey RH2 8RE Tel: 01306 611372 Fax: 01306 611037 Email: enquiries@moonhallcollege.co.uk Web: www.moonhallcollege.co.uk	Rural	71 boys	Dysc Dysl Dysp	ISA
	Ind Day	36 girls Ages 7-16		GCSE OCR (IT)
Inspection Reports	ISI			
Comments: Provides a full mainstream curriculum for primary and secondary pupils geared to mastering literacy and numeracy; identifying and developing individual talents and achieving good GCSE results both in core and additional subjects. Small group lessons, integrated remediation and support using specialists whose teaching is tailored to the needs of the individual pupil. Maintains a traditional independent school ethos that encourages the development of interests in sport, art, drama, music and other skills.				

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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It is not always necessary for consultants to enter comments, in which case the field will be left blank.

School Details

Name of school:	Moon Hall College		
Address of school:	Burys Court, Flanchford Road, Leigh, Reigate, Surrey, RH2 8RE		
Telephone:	01306-611372	Fax:	01306-611037
Email:	enquiries@moonhallcollege.co.uk		
Website:	www.moonhallcollege.co.uk		

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

Name:	Mrs Berry Baker		
Title (e.g. Principal):	Principal of MHSET and Head of Moon Hall College		
Head/Principal's telephone number if different from above:			
Qualifications:	B.A. Hons. History, P.G.C.E., B.Sc. Psychology, B.D.A. Diploma, AMBDA.		
Awarding body:	Leeds University, Open University, Helen Arkell Dyslexia Centre, BDA.		

Consultant's comments

There is strong leadership within the school, with the Head enabling staff to develop and teach and pupils to feel secure and supported in both their academic progress and pastoral development. The positive ethos of the school is seen in all aspects of school life and each child is sensitively monitored and cared for.

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

Name:	Angela Claxton		
Title (e.g. SENCO):	SENCO		
Telephone number if different from above:	01306-		
Qualifications:	BA Hons (Education, St. Mary's University, Twickenham 2013), Dip SpLD (Hornsby 2002), Teacher's Certificate Further and Adult Education (1990), Cert. Phono-Graphix (2013) twelve years of experience of Teaching/SENCO in specialist dyslexia schools.		
Awarding body:	See above		

Consultant's comments

The SENCO works effectively with the management team to monitor progress and put in place supporting structures to enable pupil progress. Information given to the staff is helpful and enables differentiation for each individual in the classroom.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

1. Background and General Information

1. a) Dep't of Education Registration No.: 9366251

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	71	70	6-16
	Girls:	36	34	6-16
Boarding:	Boys:	n/a	n/a	n/a
	Girls:	n/a	n/a	n/a
Overall total:		107	105	

Consultant's comments

There are a growing number of pupils in the school: this is planned for and staffing is regularly reviewed to ensure the effective learning of individual pupils.

c) Class sizes – mainstream: Most pupils are SpLD. We have a maximum size of 14 in a class. Subjects such as games and music may have larger groups with several teachers or assistants.

Consultant's comments

Classes varied in size. All academic lessons were observed, with the smallest group being two pupils, and the largest group being eleven pupils. The larger groups had additional support from support assistants who were well deployed, enabling all individuals to have any necessary support both academically and pastorally.

d) Class sizes – learning support: Bury's Court Junior School: 31 pupils divided into 5 English and 5 Maths groups with 9 members of staff. All English and Maths groups taught at the same time. Other subjects taught in year groups.
Moon Hall College: 71 pupils taught in year groups. KS3 English and Maths groups divided into two or three groups depending on numbers. Other subjects in one or two groups with no groups exceeding 14 unless in Games or Drama. Each group has teacher plus learning support assistants where needed.
The teachers use the staffing resource flexibly and organise 1-1 sessions when needed.

Consultant's comments

All pupils were taught in appropriate groupings and flexible use of the staffing was observed to be highly effective. All pupils were engaged and on task, and tailored to the needs of pupils in each teaching group.

e) For completion by consultants only: Pastoral care arrangements, as relevant



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

to SpLD students, based on ISI report:
The comments are based on the Inspection report of October 12th 2012.
The pastoral arrangements in the school are excellent.
“The staff provide excellent support for all pupils, fulfilling the school’s aims to enable them to succeed and gain confidence in a nurturing environment.” (ISI Report, 2012 p10)

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Schools
only

f) Current membership (e.g. HMC, ISA etc.): ISA, BDA, ISBA,
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).
- ii. Recent Inspection reports
- iii. Details of Fees and compulsory extras for SpLD pupils (if applicable)

Information
Provided

Consultant’s comments

The school has well qualified staff with additional qualifications to enable them to effectively teach pupils with Specific Learning Difficulties. There is a programme of continued professional development for all staff. In addition, if staff join the school and need to undertake training to develop their knowledge and skills they are placed on appropriate external training courses.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

The aim of the whole school is to enable dyslexic pupils to acquire basic literacy and numeracy skills as quickly as possible both as life skills and in order to be able to access the secondary school curriculum successfully. The school provides as many opportunities as possible for pupils to find and develop their talents and restore self-esteem. The senior school aims to enable every pupil to achieve the best possible qualifications at GCSE so that they can proceed to the college of their choice. It also aims to develop articulate and socially confident pupils who leave with the skills needed for a successful future.

Consultant's comments

The school has a clear focus on working to develop basic literacy and numeracy skills. Departments are flexible in the deployment of staff, enabling there to be a mix of teaching methods to focus on the acquisition of skills for individual pupils at GCSE level. The lessons observed showed clear meeting of individual literacy and numeracy needs. There was an explicit focus on building confidence with comprehension, and the use of differentiated work to develop weaker skills whilst continually promoting verbal feedback. There was a clear target to develop individual pupils when teaching to build confidence in their understanding in both literacy and numeracy.

Criteria
1 & 2

b) Please indicate copy of Staff Handbook

Information
Provided

c) If not within SH, please provide copies of 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
Provided

Consultant's comments

The above documents were comprehensive and easily accessible for staff and the website gives access to parents regarding all policy documents. The admissions policy gives a clear understanding of the process for possible admission and when admission is not in the best interest of the prospective pupil.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Criterion 4

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

Every aspect of school life is designed around the needs of dyslexic children. Teaching is delivered in a dyslexia friendly manner with visual and kinesthetic methods and resources used in all subjects where suitable. The timetable aims to have academic subjects, especially English and Maths, in the mornings and creative subjects and activities later in the day, especially in the junior school and KS3. We aim to deliver the National Curriculum while developing literacy and numeracy skills. We ensure that teaching is structured, cumulative and explicit with built in opportunities for overlearning. Before every term there is a staff meeting at which the SENCO provides a resume of each new dyslexic pupil, including strengths, weaknesses and needs. The school promotes those areas in which dyslexic children might excel, such as IT, DT, Art, Drama etc. Wherever possible support staff are provided to help the dyslexic children in class. We use off site visits to reinforce classroom learning wherever suitable.

Consultant's comments

The school by its ethos gives a whole school response to the development both academically and pastorally of each individual pupil. All the teaching observed was structured and delivered by teachers committed to differentiation for each individual being taught.

- e) Number of statemented pupils:
23

Consultant's comments

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Schools
only

- f) Types of statemented needs accepted:

Dyslexia, dyspraxia and speech and language difficulties. (Dyspraxia and SALT where there is co-morbidity with Dyslexia) We occasionally offer a place to a pupil with mild ASD who has been out of school for some time, and for whom our small classes and teaching methods are beneficial.

Consultant's comments

The school has a clear assessment process for prospective pupils. Each child applying to the school is considered on an individual basis with careful assessment to ensure that their needs can be met.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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:

As we are a specialist provision part of our admissions criteria is an up to day Educational Psychologist report. Our admissions process includes a taster day or days for observation plus SALT screening and our own testing where appropriate, including the services of a visiting Occupational Therapist.

Consultant's comments

Pupils all have up to date assessment information in addition to observation reports gathered during the admissions process.

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

All our SpLDpupils are already identified as SpLD before they join us; however we continue to monitor their progress.

Consultant's comments

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

Most of our pupils have already been assessed but we can recommend Education Psychologists.

Consultant's comments: There is a visiting SaLT and Occupational Therapist who are able to undertake observations and make recommendations for an individual pupil programme to develop specific skills.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

4. Teaching and Learning

4. a) How is the week organised?

School week:

Moon Hall College: Monday to Friday 8-20 to 4-00

Length of lessons 55 min or 1 hour - Six lessons per day, 5 English & 5 Maths lessons per week. 20 min break mid-morning, 55 min break lunch.

Senior lunch at 1-00

Academic subjects timetabled in the morning in College where possible and Games, PE and creative lessons in the afternoons.

Junior School: Monday to Friday 8-20 to 3-50

Mornings primarily divided between English (1h 30 min) and Maths (1 hr) with 30 minute break

Afternoons – four 35 minute periods with break of 15 minutes

Junior school lunch at 12-1.

Consultant's comments The school has in place an appropriate timetable to cater for the needs of the pupils. There is a focus on academic lessons in the mornings.

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

All pupils are expected to read at home every day. College students have access to My Maths at home. Their progress is monitored by the Maths department. Junior school pupils have regular maths sheets and phonic/spelling sheets to complete at home

College pupils may have regular spelling homework or revision for tests.

They may be given short achievable tasks to do according to need and the judgment of their teacher. Pupils in KS4 have independent study lessons when they can work independently in school with staff on hand if needed and are encouraged to manage their preps between independent study lessons and work done at home. In general we prefer homework to be kept to a minimum and encourage pupils to join in other activities after school

Consultant's comments

The needs of pupils are catered for, with homework focussed on developing key literacy skills in the form of reading. It is acknowledged by the staff that the pupils work exceptionally hard during the day, therefore work done in the evenings is concentrated on developing literacy skills and the use of My Maths software.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- Curriculum subjects
 - Literacy support

All lessons are in line with our Schemes of Work which are based on the National Curriculum but adapted to suit the needs of our learners. Lessons are planned to meet the learning needs of all pupils and staff are expected to use a variety of teaching methods that incorporate visual and kinesthetic approaches to support different learning strategies. There is differentiation even within small groups both in terms of tasks/worksheets and expected outcomes. All staff are encouraged to use open ended questions to elicit pupils' understanding and create genuine dialogue where pupils' ideas and opinions are valued. Staff are encouraged to use a variety of methods for over learning; this reflects the spiral nature of our curriculum and allows the pupils to continually re-visit key skills and concepts. All subject teachers have had Inset training in how to support reading and Spelling. We use the same phonic system throughout both parts of the school

All Medium Term Plans are monitored and approved by the Deputy Head. The senior management team has access to them as they are kept on the intranet.

Consultant's comments

Overall 11 lessons were observed. A clear and comprehensive system for differentiation was observed in all academic lessons, a variety of methods were seen and in all lessons observed pupils were fully engaged in their learning. There was evidence of overlearning and the use of open-ended questioning to verbally check for understanding. There was high expectation and pace and evidence of individual targets. The lessons were all well organised and all teachers were approachable and accessible. The teachers showed innovation in their approach; in mathematics a new way of presenting information was observed with reference to Harry Potter; the pupils, when asked, said using the reference made the concept easier to understand.

- d) Use of provision maps/IEP's (or equivalent):
The Junior School use provision maps and IEP's. The College use GEP's for Maths and English and IEP's for statemented pupils.

Please indicate two examples provided

Information
Provided

Consultant's comments

The IEP is presented in a mind map format using software solutions. All information regarding the pupils was clearly laid out with specific targets in each individual area. All data from testing is visible on the IEP, providing a comprehensive outline for a teacher, thus easily accessing what areas of improvement are relevant to include in differentiated teaching programmes. Dates for completion of a target are recorded and when follow up will be done to ensure learning has taken place. The provision map is detailed and shows the range of provision for each child and the deployment of resources to enable learning.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

- e) Records and record keeping:
Records are kept centrally in the Blue Files in the staff room for each pupil. These files contain; a chart of the results of standardised testing done twice a year in September and March, a chart of National Curriculum grades twice a year, Autumn and Summer, a copy of their MidYis profile, a copy of their needs profile generated by the Senco, a copy of school reports, a copy of GEP (Group Educational Plan in Maths and English), any SALT or OT reports and IEP (Individual Education Plan)
Records of credits or debits received by pupils are kept on the Pupil Database. The Database is used to create and keep copies of School Reports written each Autumn and Summer term and to keep a record of incidents of concern and detentions for each pupil.

Consultant's comments

There are accurate and up to date records that show a clear profile of each individual pupil. Data results are used to track progress and decide on any interventions if progress is not being made in a particular area. For example, this could include individual support to target a particular area.

A reward system gives credits and debits to pupils within the school; this includes the use of stickers in both academic and pastoral aspects of school life.

Reports to parents are comprehensive and give a clear picture of the current profile of an individual including positive comments as well as recording any concerns.

Criterion 3

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

There is a comprehensive system for monitoring the progress and provision for each individual pupil.

The IEP is a highly effective method for understanding the history and nature of difficulties and the targets for each pupil. All data for an individual is in an accessible format that can be tracked and used to monitor performance.

The SENCo and senior management regularly review the information gathered and plan any interventions necessary to enable continuing progress both academically and pastorally.

The small numbers of pupils within the school enables targeted support for each individual pupil.

Transition to the next stage of education is promoted with links being made to other institutions to ensure that the pupil is confident as they undertake their next stage of their learning. Transition to next stage is to both academic and work placements.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Criterion 3 g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):
 KS2 English SATs tests are administered and marked internally for all pupils. Where appropriate pupils are entered for GCSE/BTEC exams in Year 11.

GCSE & BTEC equivalent ()	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	8	63% (67%)	50% (63%)	100%
SpLD Pupils	8	63% (67%)	50% (63%)	100%

Key Stage 2	No. of Year 6 pupils entered marked internally	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	10	5	5	n/a		n/a	
SpLD Pupils	10	5	5	n/a		n/a	

h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
[Consultant's comments](#)
 The examinations available reflect the profile of the pupils in the school at any given time. The school use staffing resources to offer a wide number of subjects.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

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

Our greatest resource is staff expertise and experience and our ability to teach in small groups matched according to their teaching needs. All teaching is dyslexic friendly and appeals to a variety of learning methods. Interactive white boards are used throughout the school to enhance learning, using visual stimulation wherever possible. In all classes there is support for pupils with poor short term memory, for example use of number lines and multiplication squares in Maths lessons, support with spelling using PhonoGraphix method in all lessons. The group rooms contain a variety of equipment and books for use with the junior and one to one pupils. Individual whiteboards are used where appropriate. Displays are used to support learning as well as display pupils' achievements.

Criterion 5.2

b) ICT:

All pupils are taught ICT/Computing throughout the school and have access to ICT in other lessons, for example Maths, English, DT, Geography, History and Art. There is the facility for the pupils to use dyslexia friendly software such as ReadWrite that reads what the pupil has written back to them and Inspiration, mind mapping software. All pupils are encouraged to learn to use voice to text software (DragonSpeak). At GCSE level all pupils are encouraged to sit exams and controlled assessments on computer using assistive technology if Access Arrangements allow. At present there are two ICT rooms one of which is primarily used for ICT teaching but also by the Maths and Art departments. There is also a bank of computers in the English Department. Each year group has one Maths lesson per week using Computers. Touch typing is taught in skills lessons. Most teaching rooms are equipped with either an interactive whiteboard or a projector. Digital cameras and video cameras are available for use by children and teachers.

Consultant's comments

The school is well resourced and there is a wide use of ICT to support the pupils learning. Teachers actively use a wide variety of hardware and software solutions to enhance the learning experience. Pupils were observed using software solutions of both Dragon and ReadWrite during the lessons and were confident and proficient in its use.

Computers are used as an effective resource; this resource is carefully balanced with the highly effective teaching of the skills of both reading and writing.

Criterion 5.3

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

All pupils are tested for Access Arrangements. The tests include: Single Word reading tests for accuracy, Reading Tests for comprehension and speed of reading/processing, Spelling Test and Test of handwriting speed. A Form 8 is generated for each pupil showing the history of need. These give us the information necessary to apply for extra time, a reader, scribe or other support as set down by the JCQ Access Arrangements. All applications are made on line, the results and tests are kept by the SENCO. Please find attached a list of the Access Arrangements for Year 10 and Year 11 pupils



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Consultant's comments

Access arrangements are applied using the current information from annually attended courses to ensure the data is applied to current JQC regulations.

Criterion 5.4

d) Library:

There are library areas on each floor of the school. On the ground floor there are junior non-fiction books in a corner of the entrance hall with a chess table that is very popular.

On the first floor is a junior fiction library in the middle of the junior class room area.

On the second floor there is a library in the central area.

We have continued to remove out of date books and purchase new ones.

Older pupils use a signing out system. We purchase books to meet the interests and needs of the children with emphasis on high interest low reading age books.

Junior reading books are colour-coded

Consultant's comments

The library spaces are open and offer pupils the opportunity to see books in a wider context and allows for browsing in a positive environment. The use of board games such as Chess adds interest to the area.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

6. Details of Learning Support Provision

- DSP 6.1
6. a) Role of the Learning Support Department within the school:
We have a whole school approach to teaching our pupils but some pupils receive discreet one to one lessons, organised and arranged by the SENCO using either a Dyslexia trained teacher or trained LSA's
[Consultant's comments](#)
- b) Organisation of the Learning Centre or equivalent:
We do not have a Learning Centre as such but the SENCO is able to source and provide particular resources if required.

[Consultant's comments](#)
- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
Yes
[Consultant's comments](#)
The SENCo is valued and contributes widely to the curriculum design and delivery.
- d) Supporting documentation
- | | | |
|-------|---|----------------------|
| vi. | SEN Development Plan (or equivalent) | |
| vii. | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | Information Provided |
| viii. | List of known SpLD pupils in school | |



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

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)? Yes - except for Drama teacher.

The Drama teacher teaches Drama up to GCSE and gives support to the Head of English in some of her lessons with years 10 & 11.

Consultant's comments

The teachers have nationally recognised qualifications and the Drama teacher, following a shadowing of a teacher with qualifications as part of her CPD, is currently enrolled on a course to attain qualifications to teach pupils with Specific Learning Difficulties.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

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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 were full of praise for the school, commenting on the family ethos of the school. There was particular reference to the quality of the pastoral care and added value that the teachers provide to each individual academically. Parents valued the open access to all the staff including the head teacher and explained that the communication is excellent.

All parents praised the progress that their children have made and the care given in preparation for the next stage of education or work following their time in the school.

Parents explained that the school delivers on their ethos and genuinely develops each child using their strengths, whilst maintaining high expectations. They praised the innovative differentiation to motivate learning within the school.

- b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers:

The pupils were all in agreement of how the small numbers in each class and the individual targets enabled them to make good progress and develop confidence. They all praised the relationship with the staff explaining that they felt secure in their environment, safe in the knowledge that staff would go to considerable lengths to aid and help them to learn.

They enjoy their time in school and explained that they are able to make suggestions to improve their environment. Whilst changes are not instantaneous they do happen and explanations are given regarding whether the suggestion is possible and what timeframe there would be for any changes.

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.

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

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	Y
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.	Y
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.	Y
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.	Y

Summary of Report including whether acceptance is recommended:

Moon Hall College meets and exceeds the requirements for re registration. The quality of the teaching in all observed lessons was excellent and showed clear differentiation and innovative methods for ensuring learning for pupils with Specific Learning Difficulties.