**Council for the Registration of Schools Teaching Dyslexic Pupils**

Administrator: Liz Crossley
CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
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# Registration / Re-registration Application Form
# Category DSP – Dyslexia Specialist Provision

**Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).**

**Please note:**

- *Areas marked in blue are for completion by either the consultant or office staff*
- *Application forms have been prepared for each category from a master form; therefore your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.*
- *Supporting documentation required as part of the re-registration process are indicated in red within the form, please ensure you supply copies (either in digital or in paper format) with your application.*
- *Details of documentation to be available on the day of the visit are listed at the end of the form.*

| | | | | | |
|---|---|---|---|---|---|
| **Current Category?** (re-reg only) | | **Change of Category?** (re-reg only) | **YES/NO** | **Category applied for** (re-reg only) | |

## Contact Details

| | |
|---|---|
| Name of person completing form: | Nuala Dalton |
| Tel: | 0207 910 6018 |
| Email: | daltonn@moatschool.org.uk |

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

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|---|---|
| Name of contact: | Nuala Dalton |
| Tel: | 0207 610 9018 |
| Email: | daltonn@moatschool.org.uk |

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|---|---|
| Date of visit: | 18th March 2022 |
| Name of Consultant(s): | Fay Cookson |

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

## School Details

| | | | |
|---|---|---|---|
| Name of school: | The Moat School | | |
| Address of school: | Bishops Avenue | | |
| Telephone: | 0207 610 9018 | Fax: | |
| Email: | office@moatschool.org.uk | | |
| Website: | www.moatschool.org.uk | | |

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

| | |
|---|---|
| Name: | Mr Koen Claeys |
| Title (e.g. Principal): | Headmaster |
| Head/Principal's telephone number if different from above: | |
| Qualifications: | BA GLSE (Belgium) |
| Awarding body: | Ghent University |

Consultant's comments

Koen Claeys has been in post since 2019. During the previous CReSteD inspection in 2017 The Moat was described as 'flourishing.' Under Koen Claeys' headship the School goes from strength to strength. He describes his job as 'so rewarding' as he sees challenged pupils leave the School as 'confident, independent young people.' His passion for enabling lifelong learning is evident in the way he leads and guides his teaching team, and in the support he offers to pupils and their families.

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

| | |
|---|---|
| Name: | Ms Nuala Dalton |
| Title (e.g. SENCO): | SENCO |
| Telephone number if different from above: | |
| Qualifications: | BA, MA, MSc, OCR Level 7 SpLD |
| Awarding body: | Various |

Consultant's comments

Nuala Dalton is a highly qualified SENCO, with a wealth of SEND experience. She has a heart for pupils who face the daily challenges of learning differences. She is well liked by her pupils and much appreciated by the teaching team, who value her expertise and guidance.

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## 1. Background and General Information

1. a) Dep't of Education Registration No.: 205/6396

b) Numbers, sex and age of pupils:

| | | Total | SpLD | Accepted age range |
|---|---|---|---|---|
| Day: | Boys: | 95 | 18 | 9-21 |
| | Girls: | 56 | 12 | 9-21 |
| Boarding: | Boys: | | | |
| | Girls: | | | |
| Overall total: | | 151 | 30 | |

Consultant's comments

There has been an increase in pupil numbers since the CReSTeD visit in 2017. This is partly due to the 2021 Material Change inspection. This now permits the School to take pupils from the ages of 9-21, with post 16 students attending the separate, state of the art 6th Form building, in Hammersmith.

c) Class sizes – mainstream: Maximum 12

Consultant's comments

The small class sizes are ideal. Individual needs can be met to good effect. Well-qualified LSAs are in classes for additional, individual support.

d) Class sizes – learning support: N/A

Consultant's comments

There are opportunities for pupils to have individual sessions or small group help, with specialist teachers or therapists.

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

The ISI Material Change Visit (September 2021) found that the School met all the regulations which were the focus of the visit. This included the spiritual, moral, social and cultural development of pupils. In particular the School 'has taken into account the likely needs of pupils aged 18-21.' It was also found that 'The School provides suitable arrangements to safeguard and promote the welfare of pupils.'

Independent Schools only

f) Current membership (e.g. HMC, ISA etc.): ISA, HMC, The Society of Heads

Consultant's comments

The membership of these bodies is entirely appropriate for The Moat.

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

or provide link to view reports via the internet Prospectus
Sixth Form Prospectus
Staff List

ii. Recent Inspection reports, please indicate copy enclosed

or provide link to view reports via the internet ISI Report 2021

iii. Details of Fees and compulsory extras for SpLD pupils (if

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applicable), please indicate copy enclosed

or provide link to view information via the internet

Fee details School
Fee details Sixth Form

Consultant's comments

(i) The School's online prospectus is clear, colourful, informative and is easy to navigate. It gives an excellent overview of the School and all that is on offer. The section on success stories of past pupils is particularly heartening.
The Sixth Form course prospectus, with its warm welcome from the Head, Steve Proctor, showcases this new venture exceptionally well.
It is rare to see a staff list with such an impressive array of qualifications.

(ii) In addition to the comments at section 1e (see above) the 2021 Inspection found that teaching, across the School, including the Sixth Form, motivates pupils and enables them to make good progress.' It found that there are 'good quality classroom resources' and that the 'teaching encourages pupils to think and learn for themselves.' All required standards were met.

(iii) The fee structure for the School and Sixth form is clearly set out. Fees are charged termly and are inclusive of provision detailed in pupils' EHCPs.

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

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

Our aim is to provide an education for students who have struggled in traditional learning environments. In order to achieve this, whilst following the National Curriculum, our staff are subject specialists and hold post graduate qualifications in teaching learners with specific learning difficulties. Our Learning Support Assistants (LSAs) are also graduates and hold a level 3 qualifications. We believe in continuous professional development and initiate whole school training programmes, such as Level 3 success with learners with Autistic Spectrum Disorder, to embed specialist teaching throughout all lessons. We support our families outside of our school community through research, training, teaching and advocacy. Every opportunity is sought to develop innovative and interesting ways of improving our students skills during their time at The Moat. Through specific skills practice, coping strategies and remediation, therapy ensures all the needs of our students are addressed.

Consultant's comments

The philosophy of the School, with regard to its SpLD pupils, is evident in the

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| | | |
|---|---|---|
| | way each individual is recognised and their specific need catered for. | |
| Criteria 1 & 2 | b) Please indicate copy of the whole school Staff Handbook (SH) enclosed | |
| | 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 | SEN Policy Link<br>Dyscalculia Policy Link<br>SENDA Policy Link<br>SpLD Policy Link |
| | ii. Support for policy from Senior Management Team | |
| | iii. Support for policy from governors | |
| | iv. Admissions Policy/Selection Criteria | |
| | v. Identification and assessment | |
| | Staff Handbook Link | |
| | Consultant's comments<br>(i) The SEN/SpLD policy provided was dated August 2021.This policy is prepared by the SENCO and is reviewed annually. It follows current guidelines and adheres to legal requirements. It is a thorough and comprehensive document, which covers all areas of SEND, incorporating clear procedures for admission, teaching, review strategies and every aspect of provision.<br>(ii) It is particularly helpful to see the policy for Dyscalculia as a separate document.This often-overlooked area is clearly catered for. This policy is due for review.<br>(iii) The SENDA policy demonstrates how the School aims to improve its physical environment to make it truly accessible for everyone.<br>(iv) The SpLD Policy addresses the challenges and strengths of children with dyslexia. It describes the School's Specialist Learning support provision and incorporates the roles of related therapies. This policy is due for review. | |
| Criterion 4 | d) Give specific examples of the whole school response to SpLD | |
| | We very carefully monitor our students. We have a data tracking process which follows each student on arrival and assesses them at the start of the year and six-monthly. Meta-cognitive strategies are incorporated across the school; students are encouraged to reflect on their favoured learning style or to think about what learning style suits a particular activity or task. In addition, we internally assess and track all students within their skills range in order to ensure progress takes place for the whole child rather than if it is targeted on a limited basis and therefore misses some of the child's or young person's areas of weakness. In addition to our specialist teaching staff, The Moat School has a team of therapeutic staff that includes Speech and Language Therapists (SaLT), Occupational Therapists (OT) and School Counsellors. Speech and Language Therapists at The Moat School help to improve students' receptive and expressive language skills, address vocabulary and grammar needs, literacy skills and verbal reasoning skills. Students who have social and emotional difficulties also receive ongoing support throughout their | |

time at the school from the Speech and Language Therapy team through initiatives such as Group Communication sessions and 'Circle of Friends' groups. The role of Occupational Therapy at The Moat School is to identify how physical, psychological or Learning Difficulties affect a child's functional skills, and to help remediate these effects or develop compensatory approaches. Through a student-centred approach, improvements will be seen in the areas of gross and fine motor skills, visual perception, attention, concentration, self-regulation, confidence and self-esteem.

Consultant's comments

The entire curriculum and timetable are designed around the special needs of the pupils.
Careful monitoring and tracking of each pupil and the detailed pupil profiles, which are available online to all staff, ensure a high level of tailor-made support.
All lessons include IT, movement breaks and 1:1 support where necessary.
Speech and Language Therapy, Occupational Therapy and counselling are available.
Staff CPD and further professional training are evidence of the whole School's willingness to provide best practice, in this SEND/SpLD environment, for the benefit of all the pupils.

e) Number of statemented / EHCP pupils: 130

Consultant's comments

The majority of pupils in the School have EHCPs. These pupils are funded by their Local Authorities.

Independent Schools only

f) Types of statemented / EHCP needs accepted:

ASD, ADHD, SpLD,

Consultant's comments

Pupils with the stated needs will be accepted by the School if it is deemed able to meet those needs effectively.

## 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:

The School has a well-developed process of admission designed to select students whose primary needs encompass either or both dyslexia and dyspraxia or students who require a small, nurturing environment; these criteria form the basis of the selection process. With co-morbidity, we may accept students with similar Special Learning Difficulties (SpLDs) who would benefit from the practices of teachers with a dyslexia specialism. The Moat School will consider a student for placement outside of their chronological age group if there exists compelling educational or social reasons for doing so. It is the School's policy that we do not admit students into Year 10 past the first academic half term or into Year 11. There is careful consideration when it comes to students joining A-Level or BTEC Level 3 courses at Sixth Form into Year 13

Students are assessed before entry to the school. Once the admissions team

has considered the student paperwork submitted for consultation the student may then be invited in for two 'Acquaint Days'. The student will be invited to join an age
appropriate teaching group and class teachers will set a number of tasks to establish the student's current level of functioning in a variety of subjects including Mathematics and English (including literacy). The aim of the acquaint day/s is to gain a greater understanding of the student's functional skills and the potential they have to progress in our specialist setting. The SaLTs and a Specialist Teacher will also meet the student in a 1:1 environment to carry out a low impact Speech and Language and Literacy screening. This does not form a formal diagnostic assessment for general release but takes place to corroborate or enhance the current diagnostic information available. If the student has OT needs outlined in any professional reports, an informal OT assessment will be carried out by the OT. All staff who have contact with the prospective student during the day then give feedback to the Head about the child's performance throughout the days, including behaviour and interaction with other students.

Consultant's comments

The identification and assessment process are carefully designed.
The School has all the procedures in place for identifying the particular needs of each prospective pupil and the expertise needed to plan for each pupil, once an offer of a place has been made. Aquaint Days are innovative and extremely valuable for parents and pupils, as part of the decision -making process.

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

During a student's time at our school assessment is continuous and is both formative and summative in nature. If progress is not satisfactory interventions in literacy and numeracy are put in place and thoroughly monitored on a daily, weekly and termly basis. At KS4 and KS5 pupils requiring additional access arrangements are identified and applied for. The typical access arrangements that our students gain are: extra time, reader and scribe.

Consultant's comments

Continuous assessment, from specialist teaching staff, offers the best possible monitoring of pupils. In the small class settings individual needs are quickly identified and adjustments made so support can be actioned.

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

Students are assessed before entry to the school and the standardised assessments used by our team can identify specific learning difficulties in the areas of phonological awareness, literacy, numeracy, speech production, expressive and receptive language, social skills , visual perception, auditory working memory. At the end of Year 11 students are fully assessed by OT and Speech & Language therapists and a formal detailed report is provided.

Consultant's comments

The majority of pupils will have been assessed through their EHCPs

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but continuous and further assessment takes place, to inform as to the changing learning needs of the pupils. The specialist staff are qualified to carry out formal assessments.

## 4. Teaching and Learning

4. a) How is the week organised?

We deliver the national curriculum including Modern Foreign languages. All lessons are 50 minutes long. At the sixth form we offer A Level, Btec and Functional skills. We also offer the opportunity to re-sit GCSE English and/or Maths. From KS2 - KS4 we offer 50 minutes english lessons and maths lessons five times per week. At Key Stage 3 we offer two enrichment classes and 2 50 minutes Learning Skills lessons where individual focus on aspects of literacy/numeracy or social communication is bespoke. In those lessons students are given the opportunity to discuss any homework problems and can work with their teacher on this if they wish. We have 2 Intervention teachers who work on a 1:1 basis with individuals or small groups whose progress needs further support. At Key Stage 4 we offer 2 50 minute study skills lessons where the focus is on revision techniques as well as meta-cognition.

Consultant's comments

The 50 minute sessions have built in movement breaks and there are further set breaks during the morning, at lunch time and in the afternoon. The weekly and daily time-tables are carefully structured to give a balance between concentration and relaxation. There was a calm but industrious atmosphere throughout the School day.

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

The Learning Skills lessons allow KS3 students to receive support for homework or classwork assignments. KS4 students benefit from tailored support in their study skills lessons. At KS5 Study periods are included on the timetable for Sixth Form students. These are key sessions to allow additional work to be completed. An exclusive Sixth Form study room is provided to ensure a positive working environment is available. In Year 11 teachers offer catch up sessions during the school breaks period as necessary. At the sixth form students are able to stay later after school to further study.

Consultant's comments

The arrangements for pupils with SpLD are planned to minimise the stress which is often attached to homework. There is ample opportunity for homework and assignment support.

Criterion 3 & 4

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

- *Curriculum subjects*
- *Literacy support*

All teachers use an agreed lesson plan format. All lessons begin with a learning objective and there is always a range of differentiated activities. All lessons are available on google classroom. Homework is placed on google classrooms and parents have access to all classrooms. Medium term plans are included in the schemes of work which are on the school website. Teachers use these to produce short term weekly plans.

Consultant's comments

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A number of lessons were observed throughout the visit, including those in-class, in an intervention group and in a 1:1 specialist session.
All the teaching was of the highest standard. Lessons were well planned (lesson plans were provided) and included pen portraits of the pupils, with their individual needs highlighted. Teachers demonstrated their skills at working with those who experience learning differences and showed how well they knew their pupils, by providing tailor-made solutions, which led to positive outcomes.
The atmosphere in the classrooms was warm and friendly and humour was used to good effect.
The pupil voice was evident in all sessions. Pupils received encouragement and praise and were justifiably proud of their successes.
The spelling intervention group session was interactive and fun and the 1:1 session demonstrated best practice of specialist, multi-sensory teaching.
All pupils had the use of laptops. In one class pupils were able to share answers with the rest of the class, via Google Classroom.
Individual pupils or groups who needed extra support had the input of LSAs. This was particularly effective in the maths lesson observed, where the class teacher and the two LSAs worked as a team, to ensure all the pupils reached the desired learning outcomes.

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

Individual Curriculum Maps are written and reviewed termly. Therapists and teacher agree on these targets together. These are reviewed termly between the teachers and therapist and then this information is shared with parents. See attached

NC ICM report
KM ICM report

Please indicate two examples enclosed

Consultant's comments

The ICMs are valuable working documents. They are very detailed in terms of pupils' specific needs but clear and concise in the targets and expected outcomes. It was not clear as to whether the pupils are part of the target setting process.

e) Records and record keeping:

All student information is stored on Schoolbase; this includes effort and achievement grades, ICM's and general student information. The SENCo keeps all EHCP, annual review information in a e-box file on the shared drive.

Consultant's comments

Schoolbase is invaluable in keeping all staff aware of each pupil's profile. Staff spoken to said how helpful they found this information. Record keeping is excellent and the SENCO, Nuala Dalton, should be commended on this achievement.
Annual reviews are scheduled throughout the year and EHCPs are adapted and updated as necessary, to reflect the progress of each pupil and to inform future teaching/learning strategies.

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Criterion 3 f) For comment by consultants only: Review history of provision made for two pupils.

The history of provision for two pupils was detailed and informative. Both documents showed very clearly the learning profiles and specific needs of the pupils, what had been put in place to support them and how progress had been made.

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. BTEC | No. of pupils Years 12 & 13 | Number entered | % grade A-E | BTEC % D*- D | Average point score per pupil | Average point score per exam entry |
|---|---|---|---|---|---|---|
| Whole School | 20 | 16 – BTEC 1- GCE | 100% | 38% | | |
| SpLD Pupils | | | | | | |

| GCSE & BTEC | No. of pupils inc'd in the Year 11 timetable, regardless of age | GCSE % A* - C Grade 9-4 | GCSE % 5+ A* - C Grade 9-4 | GCSE % 5+ A* - G Grade 9-4 | BTEC % D*- D | BTEC % M | BTEC % P |
|---|---|---|---|---|---|---|---|
| Whole School | 19 | 29 (Inc Y10, Y11, Y12) | 84 | 84 | 6 grades 38% | 3 grades 19% | 7 grades 44% |
| SpLD Pupils | | | | | | | |

| Key Stage 2 (if applicable) | No. of Year 6 pupils entered | English | | Maths | | Science | |
|---|---|---|---|---|---|---|---|
| | | L4+ | A/D | L4+ | A/D | L4+ | A/D |
| Whole School | 0 | | | | | | |
| SpLD Pupils | 0 | | | | | | |

| Key Stage 1 (if applicable) | No. of Year 2 pupils entered | English | | Maths | | Science | |
|---|---|---|---|---|---|---|---|
| | | L2+ | A/D | L2+ | A/D | L2+ | A/D |
| Whole School | 0 | | | | | | |
| Dyslexic Pupils | 0 | | | | | | |

h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

We have a series of assessments and examination cycles. We assess students' reading and spelling scores at the start of each year for KS2 & 3 students.

We use GL Assessment tests
NGRT
NGST

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We also use GL Assessment tests for each year at KS3 in English, Maths and Science. We use this information to generate teaching and learning strategies for every student.

We use CATs tests in Year 9 to assess students and inform ourselves of GCSE predictions.

For KS4 we offer a mixture of GCSE examinations, Entry Level Certificate and Cambridge National Qualifications. Year 11 results listed above are based on January mock exams results. In Year 12 & 13 mock exams are also held in January. The sixth uses ALPs to assist in the tracking of progress.

Consultant's comments

The wide range of subjects on offer, from a variety of examination boards, allows pupils to study at their own pace and to succeed according to their levels of ability. In that sense there is 'something for everyone.'
Modern Foreign languages are not taught for examination purposes but can be studied as part of the Enrichment programme.
The Sixth Form will be adding to the range of external examinations on offer.
Tracking indicates that test and Examination results are generally good, which is a great credit to the pupils and the teaching staff.

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

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

Our main school building is comparatively small and located on a quiet avenue with nearby parks. The school has recently had a refurbishment. We create a dyslexia friendly atmosphere through a variety of ways. There is a projector in every room. We have an interactive board in Lower school. All lessons take place on google classroom. OT provide a variety of equipment for students to use in lessons as a means of support.

Consultant's comments

The School is well decorated; bright and airy, with attractive classroom and corridor displays.
Classrooms are well-equipped with multi-sensory teaching aids, designed specifically for SEN/SpLD pupils. These include pencil grips, coloured overlays, wheely boards and wobble cushions. The pupils have everything they need to make learning a comfortable experience.

Criterion 5.2 b) ICT:

All students have access to a wireless enabled laptop computer with reading and speech recognition software. There is a class set of Macs for KS4 lessons. Access Arrangements allow for students to use headphones for voice to text transcription. KS2 and KS3 students use a touch type program.

Consultant's comments

ICT in the School is very good and used effectively to enhance the learning potential of the pupils. In all the lessons observed pupils were using laptops, accessing Google classroom and using the Smart board in the maths lesson.

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The pupils' familiarity with touch typing, voice to text transcription etc is advantageous, particularly in examination settings.

Criterion 5.3

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

KS4 and KS5 students use Access Arrangements for all external and internal exams. These include extra time, reader, scribe, language modifier, and rest breaks.

Consultant's comments

Suitable Access Arrangements, which will reflect the pupils' normal way of working, are put in place to allow the best possible outcomes for every individual. Pupils practise working with these arrangements and staff and parents are made aware of the AAs.

Criterion 5.4

d) Library:

The school has recently opened a new library which comprises a wide range of fiction and non-fiction texts which are all colour coded to match reading ages to particular students. The library is in a spacious area with generous and comfortable seating.

Consultant's comments

The new library facility is underway. The enthusiastic librarian is stocking the shelves with a good selection of reading material, including books specifically for readers with dyslexia. It is hoped that older pupils will read to younger ones and that some pupils may like to read to the non-judgmental school dogs!

## 6. Details of Learning Support Provision

DSP 6.1

6. a) Role of the Learning Support Department within the school:

All staff are involved in meeting the needs of all students.

Consultant's comments

This is a specialist School and the entire staff are committed to providing the best learning opportunities for all pupils, by addressing their specific areas of need, in the most empathetic and expert manner.

b) Organisation of the Learning Centre or equivalent:

N/A - whole school provision

Consultant's comments

N/A

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

SENCo is assistant headteacher and a newly appointed deputy SENCo is also Head of PE

Consultant's comments

Yes. The SENCo and deputy SENCo are involved in all aspects of the curriculum and the way it is delivered.

d) Supporting documentation, please indicate enclosed:

vi. SEN Development Plan (or equivalent) enclosed

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| | | |
|---|---|---|
| | vii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff<br>viii. List of known SpLD pupils in school | Click here for permission to view |

## 7. Staffing and Staff Development

| | | |
|---|---|---|
| Criterion 7 | 7. a) | Qualifications, date, awarding body and experience of all learning support staff: |
| | | Please see the staff qualifications list. All literacy teachers have a specialist literacy qualification or are in the process of acquiring one. |
| | | Consultant's comments |
| | | The staff qualification list was available and verified by the Head, in a signed document.<br>This is a well-qualified, dedicated staff. It is encouraging to see so many members of staff working towards further qualifications in special education. |
| DSP 7.3 | b) | Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.) |
| | | All English teachers have at least level 3 or 4 in the teaching of dyslexia certification. Permanent English teachers are working towards Level 5 or 7. |
| | | Consultant's comments |
| | | Yes |
| 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? |
| | | The members of staff, who were observed teaching during the visit, demonstrated their skill and expertise in meeting the needs of all pupils. |

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

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|---|---|---|
| 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. |

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For completion by consultants only: Parent Contacts:

Parents spoken to were unanimous in their praise for the School, the Head, the SENCO, the teaching staff and therapists. One parent stated that 'I have seen a great improvement in academic standards since Mr Claeys became Headmaster.' And that 'he has done a great job raising the bar for SEN schools.'
One parent said that 'progress is always celebrated, rather than focussing on standards achieved' and that 'the School has responded well to their child's emotional needs.'
Communication between the School and parents was described as generally very good, and it was felt that any problems are dealt with swiftly and effectively.
Another parent felt that the small classes allowed her child 'to be seen' and that teachers are 'great at spotting when a pupil is struggling and are quick to intervene.' It was felt that staff are 'great at pointing out good work and kind behaviour.'
Online Parents' Evenings were singled out as very helpful.
Sports Day was described as an' amazing event,' at which 'participation was celebrated, and all the pupils had the opportunity to experience success. '
Overall, parents would recommend The Moat to other families whose children have learning differences.

'The Moat has taken my broken child and turned them into a confident leader.'

Various other parent comments:

"The school hasn't looked back since it joined the Cavendish partnership"
"The students were kept very well engaged during lockdown"
"The school dog helped to integrate child into school"
"Teaching strategies are excellent"
"The school has a high level of empathy"
"It's a safe bubble"
"Therapies and counselling are integrated into the school day"
"We are impressed with the school; so grateful for help and support"

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

A group of 5 pupils, 2 from Y6, 1 from Y9 and 2 from Y10, were keen to share their views of the School. The general feeling was that the School deserved 10/10. One pupil said that the minute they walked in it felt like a happy place. Another described the School as 'amazing', a place where learning is not 'forced' and you are 'given as much time as you need,' adding that 'learning is made fun.'
The group like their teachers and agreed that the teachers offer better classes than in some schools, which makes learning easier. They felt that the pupils are seen as individuals and are recognised as people, not just another number, and are never judged.
Overall the pupils said they would recommend The Moat to other young people with learning differences. They were pleased with the opportunities offered by the Sixth Form and hope to stay on post sixteen.
The group agreed that they would like more educational visits and that a dedicated quiet room would be helpful.
It was a pleasure to speak with this friendly, articulate group of young people.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

| **Head's / Principal's signature confirming accuracy of school's information (pre-visit):** | | **Head's / Principal's signature confirming agreement to consultant's comments (post-visit):** | |
|---|---|---|---|
|  | | | |
| Date: | 03/03/2022 | Date: | |

Please ensure:

- *Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.*
- *We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.*

## Documents To Be Available On The Day Of The Consultant's Visit

1) Results of tests and assessments of pupils with SpLD after admission for last 3 years, including Reading Ages, Spelling Scores, etc.
2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively, a document signed by the Principal certifying that the documents have been seen.
3) Department policy documents for Mathematics and English.
4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

# 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 Joint Council for Qualifications guidelines. | √ |
| 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 should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor. | √ |
| 7. Qualifications of Teaching Staff: - | |
| 7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council. | √ |
| 7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion | √ |

# Report Summary

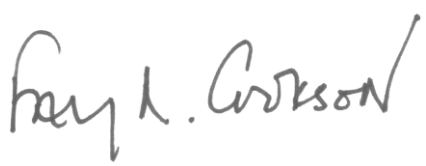
Summary of Report including whether acceptance is recommended:

The Moat School, with its state of the art Sixth Form, aspires to be a place where children and young people can 'dream, inquire, study, comprehend, lead and grow.'
Under the charismatic leadership of the Head and the energetic leadership of the Head of Sixth Form, the School is able realise its motto of 'All Children Can Achieve.'.
The expertise of the Staff ensures the highest quality of Specialist teaching, in a relaxed and cheerful environment, where pupils are seen to thrive.
'Mainstream in Structure -Specialist in Nature' is an accurate description of The Moat. With the exceptional support on offer, pupils are able to achieve their potential and to enhance their self - esteem.
This is an outstanding school of which the Governing body, Cavendish Education, can be justifiably proud.
I have no hesitation in recommending it for re-registration under the CReSTed Category DSP.

| Recommended for either Registration / Re registration: | YES | NO |
|---|---|---|
| Consultant to tick relevant box | √ | |

**For Office Use Only**

| | |
|---|---|
| Category proposed: | DSP |
| Consultant's name(s): | Fay Cookson |
| School information received proficiently: | Yes |

| **Consultant's signature:** | | **Chairman's signature:** | |
|---|---|---|---|
|  | |  | |
| Date: | 23rd March 2022 | Date: | 28/03/2022 |