Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
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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 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.*

Contact Details

Name of person completing form:	Clare King
Tel:	0207 610 9018
Email:	office@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.

Name of contact:	Amanda Rix
Tel:	0207 610 9018
Email:	office@moatschool.org.uk

Date of visit:	27th November 2017
Name of Consultant(s):	Laraine Erhlanderr-Lawrence

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, Fulham, SW6 6EG		
Telephone:	0207 610 9018	Fax:	N/A
Email:	office@moatschool.org.uk		
Website:	www.moatschool.org.uk		

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

Name:	Clare King
Title (e.g. Principal):	Headmistress
Head/Principal's telephone number if different from above:	
Qualifications:	MBA, BA Hons, PGCE, Level 5 Cert in Teaching with SpLD,
Awarding body:	Plymouth Uni, Nottingham Trent, UWE, OCR

Consultant's comments

Clare King is well established at The Moat School and works with an impressive level of enthusiasm. She describes it as 'a small school with big ideas along with high challenge and expectations'. She was appointed as the Headteacher in January 2013 following over 11 years as the Deputy. She has been instrumental in seeing the school flourish and is an inspiration to her team of dedicated staff. Clare King is also the Governor for Education and Special Needs at a South London school.

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

Name:	Charlie Pinel
Title (e.g. SENCO):	SENCo/ Head of SEN
Telephone number if different from above:	
Qualifications:	Med, BSc (Hons), PGCE, NASENCo, Level 5 Diploma in Teaching with SpLD
Awarding body:	UWE, Birmingham University, Roehampton University, OCR

Consultant's comments

Charlie Pinel is SENCo, Maths and DofE Co-ordinator. He gained an award from the BDA in 2016 and has given talks on using multisensory approaches to teaching mathematics to pupils who exhibit a range of SpLDs. He has also been working on initiatives to further recognise and make provision for girls who exhibit learning differences. He is an enthusiastic SENCo and team leader.

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1. Background and General Information

1. a) Dep't of Education Registration No.: 2056395

b) Numbers, sex and age of pupils:

		Total	SpLD	Accepted age range
Day:	Boys:	51	51	9-16
	Girls:	24	24	9-16
Boarding:	Boys:	N/A	N/A	N/A
	Girls:	N/A	N/A	N/A
Overall total:		75	75	

Consultant's comments

The number of pupils has slightly increased from 73 at the CReSTeD visit in 2014. The number of girls has increased, and boys' numbers are slightly less. The initiative to cater for an increasing number of girls is now established and the balance of boys and girls is now even in Year 7.

c) Class sizes – mainstream: Max of 10

Consultant's comments

The small class sizes enable individual needs to be effectively addressed.

d) Class sizes – learning support: Small groups and 1:1

Consultant's comments

Therapists and specialist staff work with pupils individually or in small groups. The arrangements are flexible and regularly reviewed.

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

ISI Integrated Inspection March 2016

The arrangements for pastoral care were considered to be excellent. The report referred to 'compassionate and empathetic staff who provide highly effective support and guidance' thereby enabling 'pupils to develop as individuals, increase their confidence and achieve personal success in line with the school's aims'. Close examination supported the view that the school deals well with bullying and that staff are fair with sanctions and rewards. The pupils felt included and their opinions acted upon. The parents were very happy with the school's care and support for their children.

Independent Schools only

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

Consultant's comments

The current memberships are entirely appropriate for this school.

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

ii. Recent Inspection reports, please indicate copy enclosed

or provide link to view reports via the internet

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

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please indicate copy enclosed

or provide link to view information via the internet

Consultant's comments

I. The Prospectus is an impressive publication. The colours used are highly engaging and it starts with a picture of pupils with the caption: 'All Children Can Achieve'. It includes the profiles of some recent pupils and they give an insight into their careers and how they value the support they experienced. It is packed with a wide range of photographs and fascinating information, thus giving a thorough insight into the work of the school.

II. Listed is a summary of the main findings of the ISI Integrated Inspection Report, March 2016
- Pupil achievement is excellent
- Pupils' personal development is excellent
- Leadership and management, including links with parents, carers and guardians is excellent
- Behaviour exemplary
- Attention to welfare, health and safety is good
- The contribution of curricular and extra curricular provision is excellent
- Teaching is excellent
- Marking is detailed and thorough with constructive comments
- Teachers' subject knowledge and understanding of the difficulties the pupils face is excellent
- The school meets all the requirements of the Education (ISI) Regulations 2014.

III. The fees are charged termly and are all-inclusive of the provision outlined in the pupil's Statement of SEN or EHCP (1:1 or group therapy, small group mentoring and specialist technology and software).

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

The Moat School aims to identify and nurture the extraordinary talents and creativity that dyslexic children often possess to enable them to flourish, experience success and fulfil their potential, in a safe and supportive learning environment. We aim to help each pupil:
• Realise their full intellectual and academic potential
• Develop and nurture self-esteem, skills and natural abilities
• Motivate pupils towards independence in learning and everyday life
• Take public examinations and prepare them for further and higher education or vocational training

Consultant's comments

The manifestation of the aims embedded in the philosophy of the school is evident in the care taken to develop every pupil's potential and sense of self. There is sound recognition of what can be achieved by dyslexic students.

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

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	statement(s) with regard to SpLD pupils outlining:	
i.	ii. Policy for SEN/SpLD	enclosed
iii.	iv. Support for policy from Senior Management Team	see SH
v.	vi. Support for policy from governors	see SH/enclosed/see below
vii.	viii. Admissions Policy/Selection Criteria	enclosed
ix.	x. Identification and assessment	Enclosed and in Admissions policy

Consultant's comments

The SEN Policy is written by the SENCo in accordance with current legislation and signed by the Chair of Governors. Parents are referred to the SENCo to discuss any issues or concerns. The policy outlines the procedures in place from admission and identification of need, on-going assessment and reviews, teaching and all aspects of provision. The policy also refers to the role of external agencies and arrangements for looked after children.

The Admissions policy details the admissions and selection process. Pupils are invited to the school for two 'Acquaint Days' during which they join the appropriate teaching group and participate in two full school days. After these days, reports and diagnostic paperwork are examined by the Admissions Committee and a place is offered if it thought that The Moat's provision is suitable and can cater for the child's educational needs.

The SENCo is a member of the Leadership Team along with the Headmistress, Deputy Head and Assistant Headteacher. The Deputy Head is documented as being the SENCo at the time of the previous CReSTeD visit. The new governing body, Cavendish Education, is experienced in working within specialist educational settings. Support for the policies is in evidence throughout the daily functioning of the school.

Criterion 4 d) Give specific examples of the whole school response to SpLD

Skills for Learning sessions with Academic Mentors, high levels of specialist staff, intensive staff training programme, use of qualified LSAs at KS3, laptops, data Projectors in all teaching areas and multimedia equipment, comprehensive Access Arrangements in place for all public examinations, small groups for teaching, extensive therapeutic provision of OT, SaLT and Counselling on-site, discreet therapies such as music therapy, lego therapy, dog therapy, yoga and mindfulness, detailed 'Curriculum Mapping' to enhance old IEP style reporting, Annual Reviews for all pupils, strong multi-sensory teaching in all departments, sensory diets and movement breaks and brain gym, paired reading support for the whole school.

Consultant's comments

The Skills for Learning groups are small academic mentor groups and pupils are grouped according to their specific needs. The groups are well-placed to enhance provision. Recent additions to the very thorough provision include Lego therapy, yoga and mindfulness to help improve social and emotional wellbeing, and dog therapy from the popular member of staff called Arly Cert.BA(rk). Further initiatives are currently being examined for the provision of sensory integrated play equipment as outlined in the current SEND Plan.

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	e) Number of statemented/EHC Plans pupils:	36 EHCPs, 20 statements
	Consultant's comments	
	The majority of the current pupils are on EHCPs or Statements of SEN funded by their LAs and this has remained stable over the last three years.	
Independent Schools only	f) Types of statemented needs accepted:	
	Dyslexia, dyspraxia, SpLD, high functioning ASD, associated needs.	
	Consultant's comments	
	The SEN Policy states that 'due to its nature as a specialist provision for pupils with SpLDs, all pupils at the school are defined as having SEN as they experience a learning difficulty which requires a special educational provision'. The school accepts applications on behalf of children displaying the needs stated above, when after careful and detailed examination the Admissions Committee, led by the Headmistress, considers that the school is able to meet the needs of the child at the heart of the application.	

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:	
	Screening as part of a two day Acquaint process, School transfer reports, Professional reports such as Statement/EHCP, EP report, parent meeting, in-house SaLT and literacy screening	
	Consultant's comments	
	The procedure in place combines all available information compiled to date from schools and external professionals on the child, along with current findings from the admissions process. The thorough approach informs and enhances staff awareness of a new pupil. Early review meetings are held in some cases to discuss evidence of integration and progress to ensure that the needs of the child are being effectively addressed.	
	b) Give details of what action you take when children are identified as at risk of SpLD	
	• All classes comprised of 10 pupils or less • Specialist teaching staff trained to meet needs of learners with SpLD at post graduate level • Academic mentoring by specialist teacher in a group of 5 pupils or less • Access to direct, on site Speech and Language Therapy – individual where necessary • Access to direct, on site Occupational Therapy – individual where necessary • Access to direct, on site School Counsellors (two) – individual and/or small group • Open Door therapeutic offer, 'Come and Talk' • Skills for Learning where pupils are grouped according to main need • Specialist Learning Support Assistants • Annual progress review meetings • Enrichment programme of creative, sporting, recreational and technological activities	

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- Assessments for and provision of Access Arrangements for public examinations
- Specialist careers advice and Connexions interviews
- Wireless enabled laptop computer
- Access to specialist software e.g. Dragon, Inspiration, TextHelp, Rapidplus, Wordshark, Nessie

Consultant's comments

Counselling and the Skills for Learning initiatives have been added to the school since the previous CReSTeD visit and serve to further enhance the comprehensive range of targeted provision.

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

Pupils tend to transfer to The Moat School when the EHCP or Statement is already in place. If a pupil requires a reassessment, the school can suggest external professionals.

Consultant's comments

The school has reliable measures in place that enable every pupil's SpLDs to be fully assessed, either through their EHCP/Statements or through both internal and external specialists.

4. Teaching and Learning

4. a) How is the week organised?

The timetable runs Monday-Friday and is divided into 6 hour long taught periods; SFL takes place 3 times each week for KS3 and twice for KS4, Enrichment takes place 4 days per week and PSHE once, taught in both Forms and Year groups.

Consultant's comments

The hour-long teaching and learning sessions allow sufficient time for effective learning to take place. There are breaks in the morning and afternoons. The day ends with an Enrichment Activity.

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

Homework is managed by subject teachers and collected by Form staff. Parents and pupils receive a two-week homework timetable for KS3 and one week for KS4. Pupils are provided with two pieces of homework per night. Tasks are predominantly over-learning or consolidation exercises and relate directly to material taught that day. On-line resources such as Mynahs, Logon Science and Rapid Plus form part of homework delivery. One Learning Support Assistant has extra responsibility for one to one homework support for specific pupils. Skill for Learning Mentors support the independent study of KS4 pupils who have a greater degree of independence and responsibility for working at home.

Consultant's comments

The school has a very clear and detailed Homework Policy. Parents are kept fully informed of expectations and pupil diaries are used for communication and checked daily by the Form Teachers. In some instances, pupils are referred to the Homework Club for individualised support. 'Staffshare' is used to keep staff informed of homework set and any issues arising.

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Criterion 3 & 4

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

- *Curriculum subjects*
- *Literacy support*

Bespoke timetable following National Curriculum bar modern foreign languages, literacy and numeracy embedded in curriculum and small group Skills for Learning lessons.

Consultant's comments

The lessons observed were meticulously planned and detailed pupil profiles made available. Movement breaks took place at a pre-planned time in the middle of the hour-long lessons when deemed necessary. All equipment was easily available, and laptops used for recording where appropriate. Year 11 history, Year 9 English and Lower School mathematics were observed along with Skills for Learning sessions covering Social Skills and Non-Verbal Communication. The NVC session also included a discussion about daily news and 'the word of the week': a whole school initiative to enhance vocabulary. An excellent OT session was observed as was a session by a SaLT based on the learning needs of a Year 11 pupil for the development of his reading skills. Towards the end of the afternoon two Enrichment sessions were also observed. Firstly, there was a 'Puzzle Club' in which the children enjoyed a choice of puzzles and challenges. The pupils were relaxed, fully engaged and teamwork was quite evident. The second session was based on Set Design and Prop Making in the DT room. The pupils were busily engaged in preparing posters and the props for a production, the Christmas Gala, to parents and friends of the school which was planned for the next two evenings. Concentration, teamwork and design skills were quite evident in this session as was a sense of excitement about the forthcoming production.
Laptops were used for recording and much discussion was in evidence in the lessons. Each lesson observed had core and subject specific language reinforced and there was excellent use made of technology. For example, the interactive whiteboard with printouts for the pupils was used to good effect In English, giving the pupils notes they had formed together to use when typing out a letter as a job application as they were learning about formal and informal scripts. A good use of humour was seen and totally appropriate for the pupils. The mathematics lesson with Lower School pupils was exemplary. A pupil who had recently started at the school was able to access the activity and his peers were fully engaged. All pupils were supported to a high standard in the lessons which enabled them to reinforce their level of understanding of the material and ideas presented. The pupils were seen to increase their skill base and understanding within the lessons observed. There was excellent rapport with the staff and each pupil's contribution was encouraged and valued. Good use was made of the LAs in the lessons observed.

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

The school employs a comprehensive Curriculum Map for each pupil each term incorporating academic, pastoral and therapeutic outcomes. These are reviewed and reported on each term.

Please indicate two examples enclosed

We include 2 IEPs

Consultant's comments

The Individual Curriculum Maps are drawn up termly and made available to staff through the school's management system. The Form Tutors and Mentors are named. The ICMs are sent to parents and each pupil has a copy of their individual targets in their homework diaries. The ICMs start with a useful summary

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of the specific learning difficulties that the pupils have. There are useful targeted notes for staff. One pupil for example is described as processing language slowly and therefore may need certain strategies in place to enable him to make sense of spoken information and for another it is her difficulty understanding connected speech and therefore grasping and retaining information she hears in social conversation with her peers. Additional Individual Provision is set out on the ICM. Examples include Enrichment activities, OT, paired reading, Skills for Learning, Pastoral Care and SALT.

e) Records and record keeping:

Data tracking from acquaint and point of entry to exit including but not exclusively literacy and numeracy standardised scores and specialist provision information, touch typing speed and accuracy, ICMS, Termly Report, Parents' Evening, Annual Review, baseline testing and value added at GCSE.

Consultant's comments

Data tracking is detailed and used to inform staff when planning. The Annual Review meetings are programmed throughout the year and a generous time allowance is made available. The ICMs are detailed and distributed to staff and parents. The testing is comprehensive from the point of entry and a comprehensive variety of tests used depending on the needs and stage of the pupils.

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

Case history documents were studied for a girl in Year 7 and a boy in Year 9. Their Individual Curriculum Maps recorded in detail the nature of their complex learning profiles and the extremely comprehensive and wide-ranging provision being made. The test scores, both standardised and achievement based, along with progress across time is also carefully compiled. The profiles also document the early history for the pupils prior to starting. Detailed notes for staff include memory and processing difficulties and targets to be achieved.

Criterion 3 g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):

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	48.6%	16	68%			10
SpLD Pupils	19	48.6%	16	68%			10

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

Functional skills, Edexcel Maths Award, Entry Level Certificates in English and Maths.
Details of all literacy and numeracy assessments can be provided.

Consultant's comments

The school prepares pupils for a wide range of GCSE subjects, BTECs and the manageable Edexcel Awards in mathematics. The Science GCSE programme is

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taught at differing paces depending on each student's ability level. As the school recognises that SpLD learners often face difficulties closing the gap between their potential and their performance, every effort is made to provide access to to a wide range of external examinations and awards at an individual level. The National Curriculum is followed, with the exception of Modern Foreign languages. There are opportunities to study languages as part of the Enrichment programme and the relevant GCSEs are then made available.
Any access arrangements granted by the Examinations Boards are used throughout the 2-year GCSE period, where applicable.
Year 9/10 pupils complete Access Arrangement Testing. INCAS testing is taken by Year 5/6 to ascertain baseline ability data and indicative grades at GCSE to allow for tracking value added scores upon exit and MidYIS testing is completed in Year 7, 8 and 9. In addition, standardised tests are administered on an annual/biannual basis by therapists, the SENCo and the English Department, as part of the thorough assessment schedule in place throughout the school.

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

Criterion 5.1

5. a) General resources for teaching SpLD pupils:

- Classes of no more than 10 pupils
- Specially designed curriculum
- Enrichment programme
- Laptops for all pupils
- Multimedia and wireless access in all subject areas
- Specialist support software – e.g. Dragon
- In-house development of resources
- Skills for Learning sessions for all pupils
- Careers programme
- Work Experience programme
- Access Arrangement Testing
- Specialist teaching
- Whole School Paired Reading Initiative

Consultant's comments

In addition, classrooms have their own SEN Toolkit. These are updated annually and include coloured overlays, pencil grips, wobble cushions and a range of multi-sensory toys to help with specific difficulties and attention disorders.
The environment is well-decorated and thought has been put into providing restful colours and well-designed furnishings to enhance the learning potential of the SpLD pupils.

Criterion 5.2

b) ICT:

Wireless network enables Dell lap-top computers for use at school and via VPN at home for all pupils and staff. Performing Arts Studio houses 7 Mac computers and recording and filming equipment. Please note currently an ICT audit is underway with a view to moving the school to Google Classrooms. Smartboards in Maths and Lower School.

Consultant's comments

ICT equipment is used creatively at the school and to the benefit of staff and the pupils and their parents/carers. Exciting initiatives are being examined to increase

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provision.
Assistive technology in the form of Read and Write Gold and Dragon Naturally Speaking offer a dynamic learning approach to be utilised in lessons in which the learning styles and needs can be diverse. The assistive technology currently seen in use is entirely appropriate for these pupils and enables them to approach tasks with great enthusiasm.

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

All pupils in KS4 are carefully screened by the school's specialist staff and applications for access arrangements made accordingly.

Consultant's comments

The preparation for applications for access arrangements is thorough, reliable and fair. Arrangements are communicated well to pupils, staff and parents.

Criterion 5.4 d) Library:

Literacy library in staffroom is used for paired reading and Skills for Learning. Old library area converted to the new Lower School classroom and therapeutic space and Common Room accommodates large selection of books, magazines and newspapers for pupils to read.

Consultant's comments

Pupils are given opportunities to access and enjoy a variety of reading material across the school.

6. Details of Learning Support Provision

DSP 6.1 6. a) Role of the Learning Support Department within the school:

Specialist school so specialist support is embedded throughout.

Consultant's comments

The school is organised to give specialist support and learning opportunities to all the pupils throughout the day.

b) Organisation of the Learning Centre or equivalent:

Specialist school so specialist support is embedded throughout.

Consultant's comments

Specialist support is embedded throughout the school and so no specific building is set aside for a Learning Centre.

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

All subject Heads and the SENCo have input into curriculum design and delivery.

Consultant's comments

The curriculum is designed to meet the needs of the pupils. Input, as outlined above, is aimed at integrating all classroom teaching and designed with the learning needs of SEN pupils at the core.

d) Supporting documentation, please indicate enclosed:

xi.	xii.	SEN Development Plan (or equivalent) enclosed	Y
xiii.	xiv.	Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Y
xv.	xvi.	List of known SpLD pupils in school	Y

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7. Staffing and Staff Development

Criterion 7 — 7. a) Qualifications, date, awarding body and experience of all learning support staff:

Please see attached staff list.

Consultant's comments

The staff are well qualified and there is a wealth of experience and specialist qualifications amongst them. There is an established commitment towards developing and maintaining a high level of expertise through training and INSET. The recent INSET programme has encompassed day and twilight sessions on Autism and Anxiety. Newly appointed staff are offered courses for 'Teaching and Learning for SpLD (dyslexia)' at Level 5 and Level 3 for LAs to work towards. Many staff across the school also hold Level 3 'Success with People with Autistic Spectrum Disorders'.
The staff is currently expanding as new specialist staff are being appointed.

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)?

Please see attached staff list.

Consultant's comments

Yes. In addition, a wide range of staff, currently including class teachers, LA staff and Heads of Departments, also hold specialist qualifications in teaching Literacy to SpLD children.

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:

A variety of parents were contacted and included a balance of those with sons and daughters at different stages of their education and those new to the school. These parents reported that staff are very thorough and supportive. Also, that concerns raised are dealt with in a 'friendly, efficient and professional manner'. The feeling is that staff communicate 'very effectively and thoroughly'.
A new parent however, felt that although feedback on her child had been very positive since starting at the beginning of term, she was still feeling anxious about whether all the issues were being addressed. Her child had encountered numerous difficulties at previous schools and she still had reservations about the new setting and procedures. When then encouraged to raise a main concern with the school, it was dealt with successfully.
Parents commented that they found the 'Acquaint and Trial Days' useful to them, especially when getting feedback from their children, which then helped to make the decision to enrol them.
Comments from parents included 'my child receives a lot of extra support and the school offers a wide range of extra-curricular activities. Also, the school provides

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	a very safe environment for pupils'. Another said that his child had been 'thoroughly assessed by the school staff who are all qualified and experienced in dealing with children with special needs. An individual timetable with activities in connection to my child's needs has been put in place'. Parents whose children had been at the school for some time all felt that their child's confidence levels had been raised and that their needs were being understood and addressed. One reported that she felt that the school has been 'a life-saver' for her child following a history of disruptive school moves and a previous lack of adequate teaching for her child's learning needs. Parents were generally pleased with the review meetings and parent evenings they had been to. One reported that 'the review was brilliant, really helpful and one aspect of reading discussed was dealt with the next day'. On a personal note, one parent reported that the school staff have 'embraced her child's differences and are directing them positively'. Another said that she was really delighted that her child is 'learning life skills and managing emotions which is a very important part of school life'. Mention was also made to the positive effect on confidence levels when taking part in the school's plays and music recitals. Parents thought the fees fair, taking into account the amount of specialism within the staff and the very small classes. Most of their children had EHCPs and were funded. One of the parents reported that 'the staff go above and beyond for all the children. My child is thriving in this school community and we could not be happier'.
b)	For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers:
	I met six pupils for a shared lunch. There were two children new to the school and a boy and girl from Year 11. They each listened attentively to and showed a thoughtful interest in the ideas expressed by their peers. Each pupil reported that they thought their teachers are very supportive, understand their individual learning needs and teach them in a way in which they can understand the lesson content and what is expected of them. They all felt that as staff know them so well, inter-peer relationships amongst them can be well controlled where necessary and that makes them feel safe. They each reported that they meet with other children at weekends and can mix out of school since getting in-school support which helps them to deal with social situations. They reported that the school counsellors are approachable and good to have access to. They enjoyed going out of school for matches and trips related to their school work. They also felt that their parents are kept well informed of what is happening in school as their tutors report to them weekly. The two older pupils felt that they were being well prepared for the future as the staff have a good understanding of their aspirations and skills. They both felt that although it might be said that they could outgrow a small school, this had not happened as they have good contact with activities and opportunities in their locality and proximity to Central London. This brings them into contact with others and exposes them to new ideas. If given their own slice of school budget, the pupils said they would like some 'astroturf'. They could not think of anything else they would change.

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):**	
CLARE KING 				
Date:	12.10.2017		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)	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 should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	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

Report Summary

Summary of Report including whether acceptance is recommended:

The Moat School offers a whole-school approach to learning for SpLD children aged 11 to 16 (year groups 7-11). Some children may enter the school at the age of 9 years and work in the Lower School. Specialist teaching with highly-trained staff enables the school to offer structured individual learning programmes. The school is bright and welcoming. The pupils are focussed in lessons and polite and respectful to their peers, the staff and visitors. The Moat has a new governing body, Cavendish Education, who work with a group of schools offering outstanding specialist support for dyslexia and a range of SpLDs. As a result of the recent change, new staff are being added to the team to further enhance the work of the school. It is a forward-looking school and the motto is 'All Children Can Achieve'.

I recommend that the school retains the DSP category.

For Office Use Only

Category proposed:	
Consultant's name(s):	

Consultant's signature:		**Chairman's signature:**	
Date:		Date:	