



Council for the Registration of Schools Teaching Dyslexic Pupils

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Registered Charity No. 1052103

**Registration and Re-Registration Application Form for the
Independent Schools Sector**

**Please refer to the guidelines when completing this form and please limit your
application to a maximum of 10 pages**

No	New Registration	Yes	Re-Registration
DSP	Category applied for	DSP	Current category

1. *Date of visit:* 1st December 2011
2. *Name of Consultant(s):* John Lewis
3. a) **Name and address of school:** **Moon Hall College & Burys Court
Flanchford Road
Leigh
Reigate
RH2 8 RE**

Tel: 01306-611372
Fax: 01306-611037
Email: bakerb@moonhallcollege.co.uk
Web: www.moonhallcollege.co.uk www.buryscourtschool.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Mrs Berry Baker
Title (eg Principal):
Principal):
Qualifications: B.A. 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: Mrs Baker is the Principal and founder of 2 schools dedicated to the education of children with dyslexia. She received a lifetime achievement award at the Independent Schools Awards Celebration for her work with dyslexic children in November 2010.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Mrs Baker and Mrs Mulliner share the role with Mrs Claxton, the SENCO.
Name: Mrs Angela Claxton
Title (eg SENCO): SENCO
Qualifications: Teacher's Certificate Further and Adult Education (1990), Hornsby Dip SpLD 2002
Mrs Claxton is in the second year of a degree course on

Education in Context at St Marys University College,
Twickenham (Middlesex University).
Awarding body: City and Guilds of London Institute
Hornsby International Dyslexia Centre

Consultant's comments: Mrs Claxton provided close support to colleagues relating to the special needs of all pupils.

- d) **Head/Principal's telephone number if different from above:**
Tel: 01306-611932
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: 01306-611933 (Mrs Mulliner)

Background and General Information

4. a) **Geographical location and position:** Rural location between Dorking and Reigate, Surrey
Consultant's comments: The school has a rural location but close to good rail and road links. It has large areas of population within travelling distance.
- b) **Foundation:** Christian
Ownership: Charitable Company
Governing body: Moon Hall Schools Educational Trust (MHSET)
Status: Independent Charity
- c) **Recent inspections:** ISI January 2011
Consultant's comments: The ISI inspection was carried out by two inspectors on 24th and 25th January 2011. The quality of educational experience was judged as good as was the spiritual, moral, social and cultural development of pupils. The quality of pastoral care was judged to be outstanding. It stated that the experience and expertise in the field of special needs, and in particular dyslexia and speech and language difficulties, is outstanding and ensures that the provision for those with learning difficulties is of the highest quality and embedded in classroom practice. The report also noted that subject staff have been carefully selected, not only for subject expertise, but also for qualifications and experience in teaching dyslexic pupils. An earlier Ofsted inspection was carried out in March 2009. The report was like the more recent one, positive, with all recommendations made for further improvement being carried out.
- d) **Current membership (eg HMC, ISA etc):** ISA, SESDA,
- e) **Numbers, sex and age of pupils:**

		Total	Dyslexic only	SpLD	Accepted age range
Day:	Boys:	63	22	27	3-16
	Girls:	30	10	10	3-16
Weekly boarding:	Boys:	0	0	0	0
	Girls:	0	0	0	0
Full boarding:	Boys:	0	0	0	0
	Girls:	0	0	0	0
Overall total:		93	32	37	3-16

Consultant's comments: The overall pupil numbers have remained around one hundred over the last 3 years.

- f) **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 provides a curriculum designed to address the pupils' difficulties with literacy and numeracy while at the same time allowing them to experience success in a wider range of subjects.***

- g) **Description of buildings and grounds:** The core of the school is the Victorian house, Burys Court, which is set in 12 acres of grounds surrounded by agricultural land. In the house we have a variety of rooms of different sizes which provide us with an oak panelled entrance hall, a music and drama room, a panelled dining room, Principal's office, staff room, school office, kitchen and larder, Food Technology Room, Art Room, Science Lab, two computer rooms, SALT and OT rooms, ten classrooms, three group rooms, Medical Room, cloakrooms, and Bursar, Deputy Head and Senco's offices. In addition we have a DT room and Little Berries Early Years Nursery. In the past three years we have raised the funds for the Gym Project, by which we have replaced the gym roof with an insulated steel one and built extensive changing rooms for the senior boys and a large gym store. The final phase is the renovation of the gym floor and interior. At the same time much of the old school furniture has been replaced.

There are 12 acres of grounds laid out with specimen trees. The walled garden is used for gardening club and as a football pitch. There is an open-air swimming pool and pool changing rooms. The South Lawn is used for tennis in summer and has a climbing frame, zip wire and ropes. There is a climbing tree used under supervision. An area of woodland is used for dens. We have our own sports field in front of the school, which is used for football and hockey in winter and cricket and athletics in summer.

*Consultant's comments: **A full programme of ongoing refurbishment is taking place with plans for future projects itemised in the development plan. The grounds are well used by the pupils with a variety of facilities and resources allowing a wide range of activities to take place.***

- h) **Pastoral care arrangements:**

We are a small family run school which has an ethos of caring for the individual and their specific needs in a happy and enjoyable environment.

The Principal is CPLO for MHSET and conducts regular Insets on Child Protection.

Mrs Roz Clark is Pastoral Care Officer for Burys Court Junior School and **Mrs Fiona Mulliner** is Pastoral Care Officer for Moon Hall College. Both Pastoral Care officers work with the SENCO on individual cases. Form teachers provide general pastoral care and take PHSC lessons.

English teachers act as personal tutors for their children and raise any concerns at the Learning Support meetings. A counsellor visits one day per week to provide counselling with consent and involvement of parents. Our SALT therapist works with groups on social skills when needed.

The teachers actively supervise breaks to promote good behaviour and consideration for others. The rural grounds provide fresh air and opportunities for physical activities in line with our holistic view of education. Teachers also supervise family service school lunches, which are included in the fees, and ensure that the pupils have a hot meal in the middle of the day which is cooked on the premises from fresh ingredients.

The school is divided into two houses, Galahad and Lancelot and a variety of cups and trophies are awarded for individual and team achievements.

Consultant's comments: One of the major strengths of the school is its commitment to the pastoral care of its students. A clear structure is in place and this is supported by a thorough understanding of each individual pupil by all members of staff.

Material to be studied in advance of visit

5. **Documents required as detailed on the check list. For completion by consultants only.**

Consultants – please comment on each of the following:

Prospectus, including staff list: The excellent prospectus can also be downloaded from the website. It is well illustrated and gives a comprehensive picture of the school in a very readable form.

Special Needs Policy: This gives all the necessary information in a detailed form.

Fees and compulsory extras for dyslexic (SpLD) pupils: The fees including optional extras are clearly itemised. There is a basic fee and an additional charge for pupils needing full dyslexia support.

Staff Handbook: The handbook gives clear and detailed information about all policies and procedures for the college.

Timetable (including Dyslexia (SpLD) Provision): The Bury Court timetable shows the strong focus on English and Maths with these lessons occupying all the morning sessions with 90 minutes for English and 80 minutes for Maths. The Moon Hall College timetable indicates a broad curriculum with the daily English classes taking place before lunch and the majority of the daily Maths lessons also timetabled for the morning session.

School Development Plan: A detailed plan runs from 2011 to 2016. It includes the possible acquisition and development of boarding accommodation, the development of an assessment centre, expansion of the teaching accommodation and plans to restructure the school.

Consultants to comment generally on website content: The excellent website provides a wealth of information about the school in a well laid out form. It contains some excellent examples of the students' work and is regularly updated.

Staffing and Staff Development

6. a) **Qualifications, date, awarding body and experience of all learning support staff:**

Principal and Founder of Moon Hall Schools Educational Trust

Mrs Berry Baker, BA Hons (History, Leeds 1963), PGCE (Leeds 1964), BSc Hons (Psych, OU, 2001), BDA Dip (HADC 1986) SpLD, Cert. Phono-Graphix (2006), (26 years' experience with dyslexic children at Moon Hall)

Senior Management

Deputy Head (College): Mrs Fiona Mulliner, BA Hons (Art History, Essex, 1980), PGCE (Open University 1996), HADC Dip SpLD 2000, Cert Phono-Graphix. Special Needs Teaching experience (dyslexia) 10 years.

Deputy Head (Burys Court): Mrs Rosalind Clark, BA (Combined Studies 1980), PGCE (London 1981), Cert Phono-Graphix (2006), currently on HADC Certificate course. Over 20 years teaching at Burys Court.

SENCO: Mrs Angela Claxton, Teacher's Certificate Further and Adult Education (2009), Hornsby Dip SpLD 2002, Nine years of experience in specialist dyslexia schools.

Teaching Staff:

Mrs Helen Andreadis BEd Hons (1993 London South Bank), HADC OCR SpLD Certificate (2006), Cert. Phono-Graphix (2007) 5 yrs experience here.

Miss Helen Barrow BA Hons (Philosophy and English, Manchester Metropolitan, 2005), PGCE Secondary English, (Lancaster 2007), HADC OCR SpLD 2011. (English teacher. One year teaching 1-1)

Mr Simon Cattanach Bachelor of Theology (Southampton 1987) – currently doing HADC Certificate course – Over 20 years teaching at Burys Court.

Mrs Christine Jackson BA Hons (French Birkbeck College 2001), PGCE 2002 London, PG Dip in Dyslexia and Literacy (Dyslexia Action and York University 2008) (3 yrs experience teaching dyslexic children.)

Mrs Kirsten Kaluzynski BSc (Psychology) Thames Valley University 1999, QTS 2006 Surrey 4S, HADC Certificate 2003 (2 yrs experience here)

Mrs Susan Koike BA Hons (Modern Foreign Languages, Coventry University 1976) Advanced Cert. TEFL (Aston University, 1992), Phono-Graphix(2000) 12 years working with dyslexic children

Mrs Karen Martin, BA Hon Performing Arts (Canterbury) 1984, PGCE Secondary English and Drama (OU) 1995 MA Performing Arts (Middlesex) 2000 (experience as an actress and teaching pupils with a variety of special needs in a hospital unit)

Mrs Anita Pinnock, B Ed Hons (West Sussex College, Southampton University 1993) PG Cert of Professional Practice: Children with literacy problems, Surrey University, Roehampton, 2001) Cert Phonographix (10 yrs special needs teaching)

Mrs Michelle Scorziello BA Hons (History, University College London, 1994), Hornsby Dip SpLD 2005, Cert. Phono-Graphix (2006) (5 years special needs teaching)

Mrs Hilary Mills: NOCN Certificate Course for Teaching Assistants Supporting SpLD students (HADC 2010) (5 years' experience as TA here)

Mrs Eve Squire: NOCN Certificate Course for Teaching Assistants Supporting SpLD students (HADC 2010) (Parent helper and TA here since 2005)

Consultant's comments: The experienced staff have a range of appropriate qualifications in the education of pupils with specific learning difficulties.

- b) **Class sizes – mainstream:** The majority of pupils are now dyslexic. All academic classes have a maximum size of 14. Subjects such as games and

music may have larger groups with several teachers or assistants.

Consultant's comments: The school ensures that the individual needs of all pupils are met through the deployment of additional staff to teaching groups wherever necessary. Collaborative teaching is a major feature of the school.

- c) **Class sizes - special needs:** English and Maths lessons have two teachers and sometimes a Teaching Assistant to the class of 14 children. The teachers use the staffing resource flexibly, grouping the pupils and giving 1-1 tuition according to their continuous assessment of the best practice to meet the current needs of those pupils.

Consultant's comments: Careful planning ensures that all pupils receive the necessary input to ensure progress is made. A specialist teacher is deployed in all English and Maths lessons.

- d) **Staff development and in-service training of learning support staff within last 18 months:**

Whole staff training: Child Protection Training is done in-house and regularly updated by all staff.

There are compulsory insets for all staff on social skills, positive behaviour management, First Aid including epipen training, working memory and reading, phono-graphix across all subjects etc. and any need that arises.

Maths teachers have attended courses on dyscalculia.

Personal development: All staff are encouraged to develop their personal expertise and are supported financially in doing so within the constraints of the budget.

Two of our staff took the NOCN Certificate Course for Teaching Assistants Supporting SpLD students at the Helen Arkell Dyslexia Centre in 2010.

Our SENCO is in the second year of a degree course on Education in Context at St Marys University College in Twickenham (Middlesex University).

Two teachers have begun a one year OCR Certificate Level 5 course at the Helen Arkell Dyslexia Centre.

An experienced special needs teacher is taking a one year Post Graduate Certificate course in Dyslexia and Literacy with Dyslexia Action.

Local SESDA and HADC talks are publicised on the staff notice board.

Consultant's comments: The school has a strong commitment to ensuring that staff receive a wide variety of appropriate training. Individual teachers are encouraged and supported to obtain specialist qualifications.

Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

7. a) **Policy statement with regard to dyslexic (SpLD) pupils:**
Our policy is to provide for the needs of dyslexic pupils, both academic and social. We seek to raise self-esteem and develop strengths whilst giving skills, strategies and remediation for weakness. Our SEN policy is attached.
Consultant's comments: The school implements consistent policies to meet the academic, social and emotional needs of all pupils with special educational needs.

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

On an initial enquiry, usually a phone call, details are taken including enquiry date, name, address, phone number, date of birth, age, peer group, date requested to join, present school, whether any special needs, is there an Educational Psychologist's report and what has brought them to Burys Court/MHC. We tell them about the school, answer any questions and send a prospectus.

The next stage is a visit by parents for a tour of the school and a meeting

with the Principal to talk about their child's needs and what the school can offer. Sometimes this can be on an Open Morning.

Stage 3 is the child spending a day at the school so that we can see whether he/she will fit in and whether we can supply their needs. Parents of pupils with special needs are asked to supply copies of any Educational Psychologists reports and fill in a questionnaire. During the day visit the SENCO will see the child and make an assessment and all teachers will supply comments on behaviour and ability.

An offer can then be made in most cases and parents complete a Registration form, an Acceptance form, agree to the school's Parent-School Contract Standard Terms and Conditions and pay a deposit to secure the place.

In general, we accept children who have an IQ in the average band or above and do not have behavioural difficulties, unless we think that the behavioural difficulties are as a result of frustration due to dyslexia and will improve in the right environment. We are able to help with a small number of other difficulties, especially where the child has been with us from the nursery, but we do not normally accept children with autism, Aspergers, severe speech and language difficulties, ADD, ADHD or emotional and behavioural difficulties because we do not have the appropriate resources.

Places are offered based on availability and in accordance with the Code of Practice for Schools, Disability Discrimination Act 1995.

Consultant's comments: A thorough admission policy ensures that the school is confident it can meet the child's needs before a place is offered.

- c) **Give specific examples of the whole school response to dyslexia (SpLD):**
Every aspect of school life is designed around the needs of dyslexic children. 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 and middle school. We aim to deliver the National Curriculum plus 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. Lots of thought goes into providing interesting opportunities for learning on and off site.
Early Years includes pre-reading skills in its programme.

Consultant's comments: All staff have a thorough knowledge of the needs of the dyslexic student and this is consistently applied. This includes teaching literacy using phono-graphix by staff trained in this method.

School Organisation

8. a) **How is the week organised?**
School week: Moon Hall College Monday to Friday 8-20 to 4-00
Junior School Monday to Friday 8-20 to 3-50
Early Years, Reception and Years 1 & 2 8-30 to 3-30.
Length of lessons in Moon Hall College: one hour - Six lessons per day
Junior School - mornings divided between English and Maths with 30 minute break
Afternoons – four 35 minute periods with break of 15 minutes.

Junior school lunch at 12-10 Senior lunch at 1-00
Academic subjects timetabled in the morning as much as possible in College.
Games, PE and creative lessons in the afternoons where possible.

Consultant's comments: The timetabling of academic subjects in the morning works well. Pupils were happy with the length of the lessons and felt it allowed them to maintain interest and motivation particularly as lessons were usually broken into different activities and a variety of teaching approaches.

b) **Implementation of National Curriculum considerations:**

Our schemes of work follow the National Curriculum strategies. Our curriculum is adapted to our pupil's special needs and prepares children for national qualifications where appropriate. Work is levelled according to National Curriculum guidelines.

Consultant's comments: The curriculum allows pupils to move into a mainstream setting if this is appropriate or necessary.

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

All pupils are expected to read every day. They have access to My Maths on Moodle and can do extension maths on that at home. Because of the intensive school day and the long journeys of some pupils, other homework is left to individual teachers to organise. Pupils may have regular spelling homework or revision for tests according to need and the judgement of their teacher. Pupils in KS4 have prep lessons when they can work independently in school with staff on hand if needed. 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 school appreciates the demands a full day at school can have on the dyslexic child and has a homework policy that takes this into account.

Teaching and Learning

9. a) **Lesson preparation and delivery:**

All lessons are in line with our Schemes of Work which are based on the National Curriculum. 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 kinaesthetic 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 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: Team teaching is a strong feature of Moon Hall College. The vast majority of subjects are taught by at least two members of staff with joint preparation, planning and delivery evident in lessons. Classes are often divided into smaller groups or individual pupils extracted for one to one help. Appropriate teaching styles and techniques designed for dyslexic learners are apparent throughout the school.

b) **Use of IEP's:**

All pupils on a statement or action plan have an IEP, a copy of which is in the

Blue file in the staffroom. The IEP's are created by the SENCO in conjunction with appropriate staff and therapists; SALT and OT. All pupils have a GEP (Group Educational Plan) for Maths and English with individual targets if appropriate. IEP's are reviewed bi-annually.

Consultant's comments: The clearly detailed individual educational plans contain clear targets, achievement criteria and possible strategies.

c) **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 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: Student records are thorough and well organised. A data base for recording information has been developed by the staff and is maintained on the school's intranet. This gives staff access to detailed and up to date information whenever required.

d) **Examinations / test results (where applicable):**

Test results see above.

KS2 SATs tests are administered and marked internally for all pupils.

Where appropriate pupils are entered for GCSE exams in Year 10/11.

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	0	0	0	0	0
Dyslexic (SpLD) Pupils	0	0	0	0	0

GCSE	No. of pupils included in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	8	37.5	0	100%
Dyslexic (SpLD) Pupils	8	37.5	0	100%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	12	8	0	5	0	11	0
Dyslexic (SpLD) Pupils	10	6	0	3	0	10	0

Note: Key Stage 2: A/D = percentage absent or disapplied

Any other information: Our first year 11 group (8 pupils) took their GCSE's in 2011. This group included pupils who were not expected to get any GCSE's when they joined us. All eight boys have gone to College to do the courses of their choice.

Consultant's comments: The results indicate that all students met and exceeded their predicted grades.

- e) **Details of special examination arrangements requested and made for dyslexic (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. These give us the information necessary to apply for 25% extra time, a reader, or scribe 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.
Consultant's comments: All appropriate and necessary access arrangements are obtained following thorough assessments of the needs of each candidate.
- f) *For completion by consultants only: Dyslexic(SpLD) pupils' responses regarding their school and teachers:*
A group of confident and articulate pupils were happy to talk about their education at Moon Hall College. They all talked about their negative experiences they had at their previous schools and how Moon Hall had built their confidence and self-esteem. They highlighted the pastoral care they received and how the staff always readily gave their time to listen to them. They also appreciated the fact that they were not overburdened with unnecessary homework particularly bearing in mind the length of the school day and the distance some of them travelled. They considered the curriculum to be well balanced and that it was important to have regular Maths and English lessons to help them to overcome their specific learning difficulties.

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

10. a) **General resources for teaching dyslexic (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 PG 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.
Consultant's comments: All classrooms and subject areas contain a wide variety of appropriate teaching aids and materials. The planning and delivery of lessons is designed to meet the learning styles of children with dyslexia and associated difficulties.
- b) **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 of the children.

Junior reading books are colour coded.

Consultant's comments: A wide selection of both fiction and non-fiction at a range of levels are located in various areas of the school.

c) **ICT:**

All pupils are taught ICT 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. At GCSE level all pupils are encouraged to sit exams and controlled assessments on computer. At present there are two ICT rooms one of which is primarily used for ICT teaching but also by the Maths and Art departments. Each year group has one Maths lesson per week in the ICT room. Touch typing is taught in skills lessons.

Most teaching rooms are equipped with either an interactive whiteboard or a projector. Digital cameras are available for use by children and teachers.

Consultant's comments: The school uses ICT extensively in all curriculum areas. There is a wide range of hardware and appropriate software used to develop the students' skills and enhance teaching and learning.

d) **Learning Centre:** The school is now organised so that all pupils are taught in small classes and we currently do not have a nurture group. We have a group room used by the juniors and a central study area on the second floor for the senior school.

Consultant's comments: As a specialist school a specific area of the building dedicated to teaching dyslexic pupils is not necessary.

Statements of Special Educational Needs

11. a) **School policy:** We will accept children with statements if we are able to meet their needs.

Consultant's comments: The school has a number of staff experienced in the processes necessary to meet and maintain statements.

b) **Types of statemented needs accepted:** Dyslexia, dyspraxia and speech and language difficulties. (Dyspraxia and SALT where there is co-morbidity),

Consultant's comments: Moon Hall has clear policies relating to those special needs they are equipped and resourced to deal with.

c) **Number: 16**

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

12. Schools should provide with the documentation a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: Parent Contacts: The parents contacted were very happy with all aspects of the education their child received at Moon Hall College. They all commented on their child's developing self-esteem and confidence, the progress made in literacy and numeracy skills, the caring relationships between staff and pupils and the strong links between school

and home. They also commented on how their children looked forward to going to school, something which was not the case before they attended Moon Hall.

<p>13. Head's / Principal's signature confirming accuracy of school's information (pre-visit):</p> <p style="text-align: center;"><i>BB Baker</i></p> <p>Date: 7/11/11</p>	<p>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</p> <p style="text-align: center;"><i>BB Baker</i></p> <p>Date: 9/1/12</p>
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14. *For completion by consultants only: Summary of Report: Moon Hall College provides an excellent all round education for children with specific learning difficulties. It achieves this by combining specialist teaching from well qualified teachers along with a broad curriculum giving its students the opportunity to excel in a range of subjects. A notable feature of the school is the teamwork displayed by the staff, not only in the general running of the school, but by ensuring each individual's pastoral needs are met as well as in the planning and delivering of the teaching in the classroom. The school has a strong "family feel" and this, along with a purposeful working environment, ensures that children reach their potential and enjoy their schooling. It is recommended that Moon Hall College and Burys Court continues as a dyslexia specialist provision school.*

For office use only:

15. Category proposed:
 Consultant's name(s):
 Consultant's signature(s):
- Date:
16. Approval registration number: *DSP035/2009*
17. Chairman's name: *BRENDAN WIGNALL*
 Chairman's signature:

Date: *25th JANUARY 2012*