



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:  
CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### 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 registration/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.

<b>Current Category?</b> (re-reg only)	<b>DSP</b>	<b>Change of Category?</b> (re-reg only)	<b>NO</b>	<b>Category applied for</b> (re-reg only)	<b>DSP</b>
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#### Contact Details

Name of person completing form: Anna McGuffog

Tel: 01306611372

Email: [mcguffoga@moonhall.co.uk](mailto:mcguffoga@moonhall.co.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: Anna McGuffog

Tel: 01306611372

Email: [mcguffoga@moonhal.co.uk](mailto:mcguffoga@moonhal.co.uk)

Date of visit: 6/11/25

Name of Consultant(s): Fay Cookson

## School Details

Name of school: Moon Hall School  
Address of school: Burys Court, Flanchford Rd, Reigate RH2 8RE  
Telephone: [01306 611372](tel:01306611372) Fax:   
Email: [mcguffoga@moonhall.co.uk](mailto:mcguffoga@moonhall.co.uk)  
Website: [moonhallschoolreigate.co.uk](http://moonhallschoolreigate.co.uk)

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

Name: Mrs Michelle Catterson  
Title (e.g. Principal): Executive Headteacher  
Head/Principal's telephone number if different from above:   
Qualifications: BSc Biology, PGCE, Level 3 SpLD, NPQH  
Awarding body: University of Paisley, University of Glasgow, BDA, Surrey Teaching Network

### Consultant's comments

Michell Catterson is the ideal Headteacher. Her commitment to the varying needs of her pupils, and dedicated leadership of the teaching team are extremely impressive. She has extensive knowledge and experience of working with the challenges presented by dyslexia, and the foresight to innovate for the benefit of Moon Hall. Kindness is an important factor in the way Michelle manages the school.

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

Name: Anna McGuffog  
Title (e.g. SENCO): Head of Sen and Therapy  
Telephone number if different from above:   
Qualifications: BSc in Sports and exercise Science and sociology. NASENCo. NPQSL (pending)  
Awarding body: Canterbury Christ Church University

### Consultant's comments

Anna McGuffog leads the SEND team with energy and expertise. Her role is respected by staff, pupils and parents alike. Anna's specialist knowledge enables her to coordinate the team around each child, including parents, teachers, therapists and external agencies; thus providing tailor-made teaching programmes which offer the best learning opportunities

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## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	125385			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	101	101	7-16
		Girls:	96	96	7-16
	Boarding:	Boys:			
		Girls:			
	Overall total:		197		

### Consultant's comments

The number of pupils on roll has increased since the last CReSTeD visit (2022). The school now has its full complement of approximately 200 pupils.

c) Class sizes – mainstream: <15

### Consultant's comments

The small class sizes are ideal in terms of individual support.

d) Class sizes – learning support: <15

### Consultant's comments

Individual sessions are offered and take place when 1:1 support is deemed necessary.

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

An ISI inspection (October 2024) found that 'every child is valued and supported to achieve both academic and personal success' and reported on 'the exceptional quality of education, care and support offered to students.' The inspection highlighted the school's commitment to providing a nurturing and inclusive ethos.

Independent  
Schools  
only

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

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

[ISI Inspection Report | Moon Hall School](#)

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

or provide link to view information via the internet

[Fees & Bursaries | Moon Hall School](#)

### Consultant's comments

Moon Hall's attractive website offers clear information about the school and its fee structure. Summaries of inspection reports are available. A list of staff qualifications was supplied, with a letter of authentication.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school

Moon Hall School, Reigate provides a supportive school environment for dyslexic children where expectations for diligence and achievement are high. We enable our pupils to take full advantage of their intellect and talents by learning how to manage their dyslexia.

### Our Values

Our ethos is underpinned by the basic values of:

- Kindness – treating others with respect
- Inclusion – celebrating differences
- Nurture – caring for all learners
- Perseverance – never giving up
- Aspiration – aiming high

Believe. Become. Belong.

We practise and teach our pupils these values as well as those of democracy, diversity and equal opportunity. We welcome pupils of all religions and of none. We know that in the right environment, with the right support and encouragement, all our pupils are capable of achieving their potential, both in their personal development and academically.

### Consultant's comments

The basic values have been revised since the previous CReSTeD visit. This was undertaken collaboratively with staff, parents and pupils. It is heartening to see kindness at the top of the list. Kindness was seen in action during the visit, from teachers to pupils, between colleagues and the way in which pupils related to each other.

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**

[SEND Policy 2025.pdf](#)

ii. **Support for policy from Senior Management Team**

see SH/enclosed/see below

iii. **Support for policy from governors**

iv. **Admissions Policy/Selection Criteria**

[Admissions Procedure](#)

v. **Identification and assessment**

see SH/enclosed/see below

### Consultant's comments

All the above were seen. The SEND policy is robust and workable and states clearly how the school identifies and supports its pupils. The Governors understand and support the SEND policy, ensuring that there

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Criterion 4	is a whole-school, inclusive ethos.	
	d)	<p>Give specific examples of the whole school response to SpLD</p> <p>We are specialist dyslexia school. All of our pupils have a diagnosis of dyslexia.</p> <p>All teachers have a level of training in SEN with some holding level for and above qualifications.</p> <p>All pupils are taught in smaller class sizes</p> <p>All pupils are given a laptop with assistive technology lessons to support them using it</p> <p>We have inset training supporting our teachers</p> <p>SaLT and OT on site to support our pupils</p> <p>Pupils passports</p>
		<p>Consultant's comments</p> <p>At Moon Hall there is a school-wide culture of support for pupils with SpLD/Dyslexia. Quality First teaching, specialist qualifications and opportunities for continued professional development, combined with excellent resources, offer the best overall response to SpLD/Dyslexia.</p>
	e)	<p>Number of statemented / EHCP pupils: 140</p> <p>Consultant's comments</p>
Independent Schools only	f)	<p>Types of statemented / EHCP needs accepted:</p> <p>The main need must be dyslexia, but we have pupils with a variety of different co-occurring needs.</p>
		<p>Consultant's comments</p> <p>Dyslexia rarely occurs in isolation. 70% of the pupils at Moon Hall have EHCPs which identify areas of co-occurring needs. The team of professionals at the school are well qualified to address these needs.</p>

### 3. Identification and Assessment

Criterion 1 DSP 6.9	3.	a)	<p>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:</p> <p>All pupils have a diagnosis.</p> <p>We do this mainly at the admissions process.</p>
			<p>Consultant's comments</p> <p>The admissions process is made clear on the school's website, stating that: 'Admission is based on the review of submitted specialist reports relating to the child's educational needs and development progress and these must include a diagnosis of dyslexia as their primary special educational need.' Taster days provide opportunity to see if the school would be a good fit for the child. The process is undertaken sensitively, and places are offered only if the school is certain that it can meet the needs of the child. When a place cannot be offered the school endeavours to help parents find suitable, alternative provision.</p>

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

When they start at Moon Hall we will have a good level of information already. We will then complete observations if needed as a SEN and therapy team to make sure the support is correct and if needed further assessment will be completed.

*Consultant's comments*

If, in addition to the detailed reports which accompany pupils on admission, observations indicate that further assessment is necessary the SEND team will carry out tests to inform as to appropriate support and interventions.

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

We have an assessment centre that provides screening or dyslexia assessments

*Consultant's comments*

The team of professionals in the assessment centre is qualified to administer appropriate screening tests and assessments. When needed, the school has access to Educational Psychologists who can carry out further tests.

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## 4. Teaching and Learning

4. a) How is the week organised?

Monday to Friday 8.20am to 4pm

6 lessons per day (Form time then L1, L2, break, L3, L4, lunch, L5, L6 home)  
Friday afternoons have no academic lessons and instead focus on extracurricular activities

*Consultant's comments*

The timetable is organised to provide a manageable day for the pupils. Additional learning breaks are built into lessons, and individual pupils may request a movement break when required.

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

No homework instead Independent Learning booklets which are optional  
Encouraged home reading daily

For GCSE pupils they can choose to do Prep in school or instead of Friday afternoon activities.

*Consultant's comments*

This consultant was pleased to see the 'No Homework' policy. The Learning booklets are very helpful, allowing parents to see what their child is studying and offering activities to reinforce learning  
In Years 10 and 11, some homework may be suggested.

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

- *Curriculum subjects*
- *Literacy support*

We have a broad and balanced curriculum which we have expanded to include:

Cooking

Textiles

Esports

Pupils have access to phonographix up until year 9 if needed

Criterion  
3 & 4

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Subject specific teachers  
 Intervention teachers for reading are level 5 qualified  
 Pupils are read with every day  
 Interventions given if needed we try to do this in class  
 Focus on assistive technology

**Consultant's comments**

The reading programme is an important addition to the school day. Learning support assistants were seen in all observed lessons. Pupils were well supported and able to ask for help where necessary. Assistive technology is available in all lessons and was being used to good effect.

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

Pupil passports for all pupils  
 Tracked via EHCP if needed

<p><b>Diagnosis</b>          APD- <u>listening device</u>          • Developmental Language Disorder          • Dyslexia</p>	<p><b>Key adults at school</b>          • Miss Laura          • Mrs Sharp          • Miss Sabrina          • Mrs Dilworth          • Mr Duke          • Mr Crawford          • Mrs Savage</p>	<p><b>Key adults at home</b>          • Mum and Dad          • My brothers          • My grandparents          • My auntie, uncle and cousin          • Sam and Jay - family friends</p>	<p><b>In speech and language therapy, I am working on:</b></p> <ul style="list-style-type: none"> <li>• Learning my key vocabulary.</li> <li>• Saying my thoughts and ideas in extended, accurate sentences.</li> <li>• Producing multisyllabic words</li> </ul> <p><b>To help me achieve this I:</b></p> <ul style="list-style-type: none"> <li>• Use Shape coding</li> <li>• Plan my answers</li> <li>• Use visuals</li> </ul> <p>• Dictate (<b>this is my primary way of working</b>)</p>
<p><b>Therapies</b>          • OT          • SaLT          • ELSA</p>	<p><b>Other information</b>          I can sometimes struggle in to understand what is happening in social situations, Miss Sabrina helps me to understand these situations.</p>		
<p><b>My interests are...</b>          • Football          • Making food and eating it          • Art          • Public Speaking</p>	<p><b>It helps me in the classroom when...</b></p> <ul style="list-style-type: none"> <li>• I sit at the front <u>with others</u>. (I don't always want to sit at the front but need to because of my APD)</li> <li>• There is a seating plan</li> <li>• I have yellow paper</li> <li>• The teacher uses my device and remembers to mute it</li> <li>• A teacher scribes for me or there is visual support</li> <li>• I can have a quiet area inside or outside the classroom to dictate</li> <li>• I have my laptop</li> <li>• The teacher chunks information</li> <li>• The teacher uses visuals</li> <li>• I have paper to write down key points or a plan so I can remember what I am doing/writing</li> <li>• I can't think of a word or forget a word, a teacher helps me to use LAFS (Location, Appearance, Function, Senses).</li> <li>• I can spend time thinking about the sounds and meanings of words and how they link to other topic words when they have been introduced to me</li> <li>• Visual planners are used to help me organise my thoughts before I need to say them (e.g. narrative story mountain).</li> <li>• Command words are explained and broken down into steps of what I need to do.</li> <li>• I'm asked to look for clues and use my own knowledge when I'm asked questions where the answer and language is not obvious (e.g. inference).</li> <li>• I can have more time to give <u>you</u> my answer.</li> </ul>		<p><b>When I leave school, I would like to...</b></p> <ul style="list-style-type: none"> <li>• Have my own business of a carpenter or engineer or DIY.</li> <li>• Teacher or a Head Teacher.</li> </ul>
<p><b>The subjects I find tricky are...</b></p> <ul style="list-style-type: none"> <li>• ICT</li> <li>• Music</li> <li>• English (putting my thoughts into writing)</li> </ul>	<p><b>I find it hard in the classroom when...</b></p> <ul style="list-style-type: none"> <li>• There is cover because the tasks are harder.</li> <li>• I get distracted because of the noise</li> <li>• I don't have yellow paper.</li> <li>• The teacher is not using my device correctly.</li> <li>• I'm the only one sitting on the front row</li> <li>• The teacher talks all in one go and too fast.</li> </ul>		
<p><b>My favourite subjects are...</b></p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Food Tech</li> <li>• DT</li> <li>• Geography</li> <li>• Maths</li> <li>• Sport</li> </ul>			

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<p><b>Other information</b>          I mask my behaviour and will not tell adults how I feel at school, this will lead to me refusing to come into school.          If I am stroking my fringe, this is a signal that I am uncomfortable/anxious/dysregulated. I am very sensitive about this so please don't reprimand me for this or attempt to stop it.</p>		<p><b>Name:</b>          Year: 8          EHCP: YES</p>	<p><b>Key adults at home</b>          Mum</p>	
<p>It helps me in the classroom when...</p> <p>You take time to build a relationship with me          I can use a laptop (does not like dictate)          I am left alone to do my work          I like to be rewarded with house points, quietly.          I get to see the therapy dog (Betty)          I am sat away from distractions and where can best focus, near the front.          I can use a fidget toys</p> <p>Movement breaks are planned into the lesson, these can include giving out books etc. I can eat a protein snack outside the room if hungry, this must not interrupt the flow of the lesson.          There is a supportive and predictable environment.          I am given advance warning if routine to change          I understand anxiety will be worse if work/learning is missed, avoid or aid with simple catch up          Instructions are chunked, without overloading steps.          When repeating instructions try not to change language used each time.          Supplement with visuals          I repeat back instructions or have printed for reference.          Encourage use of checklists          I can have additional time during all reading activities to process and formulate answers          I have choices "would you like to do A or B first?... or "I wonder if you could do this?" (disguising the demand)</p> <p>I use reading comprehension strategies such as: imaging, summarising, numbering events, rereading, self-questioning, prioritising key information and colour coding          I can have visual planning tools such as: writing frames, key spellings, useful vocabulary, sentence starters and model answers          Small, achievable targets and link these to a recording system          I am pushed academically with more challenging work          Promote the 'traffic light' approach to reading. Red is stop frequently at the end of each sentence. Orange is to pause and think about what you have read. Green is to continue and find out more. He should verbally summarise what he has learnt after each paragraph.</p>		<p><b>Therapies</b>          ELSA- Kathryn          OT- Karen</p>	<p><b>Diagnosis</b>          Dyslexia          ADHD          Autism with PDA</p>	<p><b>Key adults at school</b>          Karen, Mr Rowe, Mr Crawford, Mrs Savage          Mr Besim</p>
		<p><b>Short term outcome</b></p> <ul style="list-style-type: none"> <li>Xxxxxxx will be able to identify one example of how he might feel in each of the four Zones, in an organic and independent way</li> <li>Xxxxxxx will identify five sensory strategies that might support him when he is feeling dysregulated or overwhelmed in an organic and independent way             <ul style="list-style-type: none"> <li>In sessions, xxxxxxxx will engage in fine motor activities which he finds challenging eg lace tying / cutlery use / accurately cutting out a complex shape with scissors / rolling out putty evenly on 5 separate occasions</li> </ul> </li> <li>xxxxxxx will independently tie shoe laces on 3 separate occasions</li> <li>xxxxxxx will seek support from and engage with his team when he feels he needs to</li> <li>xxxxxxx will attend his weekly check ins with Mrs Savage</li> <li>xxxxxxx will work with staff to understand the relevance of the task he is being asked to do, so that he is more readily able to engage with it.</li> <li>xxxxxxx will continue to engage positively with his friendship group</li> </ul>	<p><b>When I leave school, I would like to ...</b>          Enginering</p>	
			<p><b>My interests are...</b>          Gaming          Scouts          Football          Dogs</p>	
			<p><b>My favourite subjects are...</b>          Art          DT</p>	
			<p><b>I find it hard in the classroom when</b>          There is lots of noise          There are sudden changes          I am put on the spot          There are timers as it makes me feel pressure          I am made to look different to others          I am centre of attention</p>	

Please indicate **two examples** enclosed

Consultant's comments

These are detailed and informative working documents. Pupils and parents have input to these.

e) Records and record keeping:

Everything kept on ISAMs or Microsoft teams

Consultant's comments

Record keeping is extremely thorough and available to all teaching staff. The information collated for each pupil assists teachers and support staff to understand the specific needs of the pupils and to prepare lessons and differentiate work accordingly.

Criterion 3

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

From the history of provision, it was clear to see the progression made in both academic subjects and self-confidence.

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						
SpLD Pupils						

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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	36						
SpLD Pupils	36	61.1%	41%				

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:

CAT4 test for all new pupils and All year 7's. NGST and NGRT twice per year for years 7 to 9. WRAT assessment for years 3-5.

**Consultant's comments**

Covid 19 impacted GCSE results for affected cohorts. The predictions for forthcoming public exams are very promising. Pupils with dyslexia are achieving higher grades than those predicted before they received specialist input and support and are a truer reflection of their underlying ability. Progress assessments, using a variety of current testing tools, are an important way of tracking progress and adjusting interventions and support.

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

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

Access to adjusted equipment  
Access to a SaLT department to support with visuals

**Consultant's comments**

Moon Hall has an excellent range of resources to enhance the learning experience of pupils with SpLD/Dyslexia.

- Criterion 5.2 b) ICT:

Laptops for all pupils  
Assistive technology lessons  
Headphones  
Dictate software

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Criterion 5.3	c)	Consultant's comments
		All these devices were observed in use in various subject lessons. Pupils spoken to were enthusiastic about ICT and how it helps with their learning.
Criterion 5.4	d)	Details of access (special examination) arrangements requested and made for SpLD pupils:
		All Year 10's have an Access Arrangements assessment to ensure appropriate access in assessments. These are conducted by Head of SEN who has a L7 qualification to carry these out in line with JCQ guidance
		Consultant's comments
		It is advantageous to have an Access Arrangements assessor in the school. Pupils are given ample opportunity to practise using extra time, scribes, read aloud etc and to become familiar with these as their normal way of working. This helps alleviate some of the stress which can be part of the examination process.
Library:	Colour coded books based on reading age Reading diary to promote positive reading culture	Consultant's comments
		The library in the Junior school is an attractive area with a variety of age and interest level reading material. The Senior school library is a beautiful area which encourages good reading and study habits.

## 6. Details of Learning Support Provision

DSP 6.1	6.	a)	Role of the Learning Support Department within the school:	
			We are fully emersed in the school and support with all areas. As we are a specialist school our curriculum leaders have good knowledge and can lead often without requiring our advice, but we are there to support if needed	
		Consultant's comments		
			The Learning Centre is a valuable and much valued part of school life. The expertise and support on offer are utilised by the whole school. The Department offers INSET training for all staff and curriculum leaders benefit from the back-up and resources available from the Learning Centre.	
		b)	Organisation of the Learning Centre or equivalent:	
			Head of SEN and Therapy and 3 SENCos and an admin assistant	
		Consultant's comments		
			The Learning Centre has a wealth of experience and expertise to offer. The benefit to the pupils and school is exceptional.	
		c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery?	As a SEN and therapy team we can support with the delivery of it and the design of quality first teaching
				Consultant's comments
				This was evidenced through discussion and observation during the visit.

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- |   |   |
|---|---|
| d) Supporting documentation, please indicate enclosed:  |   |
| vi. SEN Development Plan (or equivalent) enclosed   | √ |
| vii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff | √ |
| viii. List of known SpLD pupils in school   | √ |

## 7. Staffing and Staff Development

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

Paper copy given on arrival

Consultant's comments

Affirmative

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 teachers not just English take part in a robust CPD program

All English teachers have or are working to level 4/5 dyslexia qualification with the head of department holding a level 5.

Consultant's comments

It is encouraging to see ongoing studies undertaken to gain qualifications in the teaching of pupils with dyslexia/SpLD.

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?

Members of staff seen during the visit showed not just their understanding of the pupils' needs but the ability to teach to their strengths and support their weaker areas. This was achieved with expertise, kindness and good humour. Many lessons across the key stages, and in different subjects (Reading, Science, Art, Assistive Technology, History, PE, English, Geography, DT) were observed during the visit. All lessons took place in bright, well-resourced rooms. Lessons were well planned and properly paced for the learning needs of the pupils. Pupils were able to reflect on previous learning, to record their work in a variety of ways, to question, answer and discuss. Most pupils were using laptops, and smart boards were used effectively for collaborative learning.

Learning Support Assistants and Teaching Assistants were on hand to support the learning process. Independence is encouraged where pupils feel able to own their learning.

Individual lessons observed in the Learning Centre demonstrated the best of multi-sensory teaching/learning. Pupils were engaged and proactive and the good rapport between them and their teachers was very evident. Skills taught and learnt in these 1:1 sessions are transferable to the classroom and particularly helpful in exam preparation. This consultant finally learnt how to solve ratio problems through listening to the clear presentation!

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.*



## 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 small number of parents shared their views and experiences of Moon Hall and the way in which the school has helped their children. They variously described the school as 'amazing, calm, supportive and like gold dust.' One parent described how their child, who had struggled in a state primary school, is now 'a happy, confident, well-adjusted young person.' Another reported that they 'cannot say how grateful' they are that Moon Hall has 'removed barriers to their child's learning.' The range of opportunities offered at the school and the wonderful support from the Learning Centre were highlighted. Parents spoken to would have no hesitation in recommending the school to other families who are struggling to find ways of helping their children. Moon Hall is an excellent school with a strong teaching ethos, providing a caring, supportive and well-structured environment for its pupils.

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

Eleven pupils from across the key stages shared their experiences of Moon Hall. Several gave the school a score of 9/10 or 10/10 and would like everyone to be able to go to a school like Moon Hall. They found the school to be very understanding of their differing needs, and all felt there was always someone to whom they could go if they were upset or experiencing problems. They said that the teachers are good at teaching the way they can learn and know there is always in-class support and the Learning Centre. All were happy that they get picked for teams and parts in plays and given chances to shine.

The consensus was that the food is always very good.

The pupils love the school dogs and goats!

The group presented as friendly and articulate. They listened to each other politely and were happy to give their views.

**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):**

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.*

Date:	16/10/25	Date:	05/12/2025
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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 <a href="#">Joint Council for Qualifications guidelines</a> .	√
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	√
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	√

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

Moon Hall is housed in a beautiful, historic building in a rural setting. The main schoolhouse and further onsite buildings are equipped with bright, attractive teaching spaces and state of the art equipment, for the wide range of curriculum subjects on offer, which include Science and the Arts. Additionally, there are good outdoor sports facilities.

The Headteacher, Head of SEND and Therapy, and the entire teaching team ensure that Moon Hall School does everything within its power to educate and nurture its pupils. It enables them to fulfil their academic potential and more importantly to become independent, well rounded young people, who are encouraged to discover and follow their dreams.

It is recommended that Moon Hall should retain its DSP category.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO
√	

## For Office Use Only

Category proposed:

Consultant's name(s):

School information received proficiently:


Consultant's signature:		Chair's signature:	
			
Date:	17/11/25	Date:	11/03/2026