



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
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Registration Application Form Master Copy

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

Please note:

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

On completion please indicate category applied for		Category Recommended by Consultant	
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Contact Details

Name of person completing form:

Tel:

Email:

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:

Tel:

Email:

Date of visit:

Name of Consultant(s):

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

School Details

Name of school:

Address of school:

Telephone:

Fax:

Email:

Website:

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

Name:

Title (e.g. Principal):

Head/Principal's telephone number if different from above:

Qualifications:

Awarding body:

[Consultant's comments](#)

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

Name:

Title (e.g. SENCO):

Telephone number if different from above:

Qualifications:

Awarding body:

[Consultant's comments](#)

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.

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1. Background and General Information

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

[Consultant's comments](#)

c) Class sizes – mainstream:

[Consultant's comments](#)

d) Class sizes – learning support:

[Consultant's comments](#)

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

Independent Schools only

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

[Consultant's comments](#)

g) Please supply the following documentation:

i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). 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), please indicate copy enclosed

or provide link to view information via the internet

[Consultant's comments](#)

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria 1 & 2

2. a) Aims and philosophy of the whole school

[Consultant's comments](#)

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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 SEND/SpLD** see SH/enclosed/see below
 - ii. **Support for policy from Senior Management Team** see SH/enclosed/see below
 - iii. **Support for policy from governors** see SH/enclosed/see below
 - iv. **Admissions Policy/Selection Criteria** see SH/enclosed/see below
 - v. **Identification and assessment** see SH/enclosed/see below

Consultant's comments

Criterion 4

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

Consultant's comments

- e) Number of statemented / EHCP pupils:

Consultant's comments

Independent
Schools
only

- f) Types of statemented / EHCP needs accepted:

Consultant's comments

3. Identification and Assessment

Criterion 1
DSP &
SPS 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:

Consultant's comments

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

Consultant's comments

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

Consultant's comments

4. Teaching and Learning

- 4. a) How is the week organised?

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Consultant's comments

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

Consultant's comments

Criterion 3 & 4 c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- Curriculum subjects
- Literacy support

Consultant's comments

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

Please indicate **two examples** enclosed

Consultant's comments

e) Records and record keeping:

Consultant's comments

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

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	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					
SpLD Pupils					

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage Grade 9 - 4	Percentage 5+ Grade 9 - 4	Percentage 5+ Grade 9 - 1
Whole School				
SpLD Pupils				

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

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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							
Dyslexic Pupils							

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

Consultant's comments

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

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

Consultant's comments

- Criterion 5.2 b) ICT:

Consultant's comments

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

Consultant's comments

- Criterion 5.4 d) Library:

Consultant's comments

6. Details of Learning Support Provision

- DSP/TC 6.1 6. a) Role of the Learning Support Department within the school:
SPS 6.2
DU 6.3
TC 6.4

Consultant's comments

- DU/TC 6.5 & 6.7 b) Organisation of the Learning Centre or equivalent:
WS/MS
6.8

Consultant's comments

- DU 6.6 c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

Consultant's comments

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

- d) Supporting documentation, please indicate enclosed:
 - i. SEND Development Plan (or equivalent)
 - ii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff
 - iii. 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: | |
| | | | Consultant's comments |
| | | | |
| DSP/SPS
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)? | |
| | | | Consultant's comments |
| | | | |
| DU/TC 7.4 | c) | Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.) | |
| | | | Consultant's comments |
| | | | |
| WS 7.5 | d) | Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.) | |
| | | | Consultant's comments |
| | | | |
| MS 7.7 | e) | Staff development and in-service training of learning support staff within last 18 months: | |
| | | | Consultant's comments |
| | | | |
| MS Only | f) | Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): | |
| | | | Consultant's comments |
| | | | |
| 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? | |
| | | | |

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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:

Maintained Schools only

8. a) Schools should provide, with the supporting documentation, a list of the names of SpLD pupils in the school: 3 from each year group. 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:

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

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

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.

- 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)	<input checked="" type="checkbox"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
5. In Addition:	<input checked="" type="checkbox"/>
5.1 Resources for learning appropriate to the level of need.	<input checked="" type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	<input checked="" type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	<input checked="" type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	<input checked="" type="checkbox"/>
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	<input checked="" type="checkbox"/>

Criteria	SPS	DSP	DU	WS	MS	TC
6. Specific to the Category of School or Centre: -						
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
6.2 The school is established primarily to teach pupils with SpLD.		<input checked="" type="checkbox"/>				
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.			<input checked="" type="checkbox"/>			
6.4 A Unit or Centre providing specialist tuition on a small group or individual basis, independent of the school environment.						<input checked="" type="checkbox"/>
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.			<input checked="" type="checkbox"/>			

Report Summary

Criteria	SPS	DSP	DU	WS	MS	TC
6. Specific to the Category of School or Centre: -						
6.7 The Centre is organised by a qualified teacher who designs both content and delivery of teaching materials and lessons.						✓
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.				✓	✓	
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓	✓				
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.	✓	✓	✓			✓
7.2 The teacher in charge should hold a nationally recognised qualification for the teaching of SpLD pupils. Exceptions may only be allowed after special reference to the Council.						✓
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.	✓	✓				
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.			✓			✓
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.				✓		
7.6 There is either a SpLD specialist teacher in the school or the school uses specialist support and advice as needed.					✓	
7.7 The teaching assistants responsible for in-class support have received specific training in SpLD and will continue to receive regular Continuous Professional Development in supporting SpLD pupils.					✓	

Report Summary

Summary of Report including whether acceptance is recommended:

For Office Use Only

Category proposed:

Consultant's name(s):

Consultant's signature:		Chairman's signature:	
<input type="text"/>		<input type="text"/>	
Date:	<input type="text"/>	Date:	<input type="text"/>