

Additional Learning Needs Information Report: St David's College, Llandudno.

Independent Boarding School, specialists in Dyslexia and other Specific Learning Difficulties (SpLDs)

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Head: Mr Andrew Russell BSc, PGCE, CCM (SpLD)

The report is designed to meet the legislative requirements for SEN information reports, which are set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice

Name of School/College:	St David's College, Llandudno, North Wales. LL30 1RD.
Name of person completing the form:	Dr Faye Favill
Qualifications:	PhD University of Liverpool; BSc. (Hons) Genetics, University of Wales, Cardiff; PGCE & PG. Cert. Dyslexia University of Bangor University of Chester Access Arrangements. Associate Member BDA and Assessment Practising Certificate (APC).
Experience:	11 years specialist support teacher of dyslexic pupils
Current job title:	Learning Inclusion Needs Coordinator (SENCO)
Details of the School/College	Mainstream school, specialism in dyslexia and other Specific Learning Difficulties.
Number of places (PAN capacity and NOR)	257(147 male,110 female; 52 male boarders, 95 males day; 21 female boarders, 89 female day).
Age range of children/young people	9 to 19
How many children/young people have special educational needs?	156
How many have IDPs/EHC Plans?	17 IDP (Wales), 36 EHCP (England), 4 SENA/CEA
Average classes size	12
Average size of intervention group(s)	1
Specialism and expertise of the school/college	Dyslexia, Dyspraxia / Developmental Coordination Disorder (DCD), Speech and Language (S&L/DLD) communication difficulties, Dyscalculia, Dysgraphia, Attention Deficit Hyperactivity Disorder (ADHD).
Does the school/college teach the full National Curriculum?	Yes

What types of Statemented/EHCPs are accepted and provided for?	The SENCO has discussions with both the parents and pupil and the relevant Local Authority. The SENCO gathers as much information as possible on the pupil's educational background. Therapy reports, Educational Psychologist reports, EHCPs or IDPs, academic and pastoral school reports and copies of any other relevant documentation are carefully considered. A pupil profile document is created. This profile is used to determine whether the school can provide for the pupil and meet their need. Taster days and weeks, as well as interviews with prospective pupils, are standard practice. St. David's College accepts pupils who we believe will benefit from the support we offer. We offer places to pupils for whom we can provide the opportunity to develop as individuals, while also considering the impact on the learning of others. IDPs and EHCPs for Dyslexia, Dyscalculia, Dyspraxia/DCD, ADHD, S&L difficulties/DLD are accepted, although it is increasingly rare that we find a pupil with one difficulty. We do not accept pupils whose primary need is social, emotional, and mental health as we cannot offer the level of staffing or expertise that these pupils require. School roll 257 pupils: 17 IDP pupils, 36 EHCP pupils, 4 SENA/CEA pupils, SEN Provision 156 pupils, 61% pupils on the SEN register. Dyslexia 84 ASC 28, ADHD 26, Dyscalculia 17, Dyspraxia 20, Visual Stress 13, Speech, and Language Difficulties (S&L) 41. Pupils on the Special Educational Needs register are referred to as pupils on the 'Cadogan Register'. The Cadogan Centre is the heart of the Learning Inclusion Teaching Centre at St David's College.
How do we identify and assess pupils with Learning Inclusion Needs (LIN)?	New pupils with a SpLD identified during the admission process are placed on the Cadogan register. An IDP and Pupil Passport will be created for all teachers to refer to. If pupils require further provision, they will be allocated up to ten 1-1 lessons with a specialist support teacher or therapy sessions with the Occupational Therapist or Speech and Language Therapist.

	Current pupils considered 'a cause for concern' are discussed in the daily staff briefing. Mainstream teachers regularly communicate with the SENCO and Cadogan Centre staff and raise concerns if a pupil is not making the expected progress. Parents are contacted and involved in decisions regarding their child's provision. Initially, classroom interventions are implemented; however, if further support is needed, additional learning needs provision, such as one-to-one lesson withdrawal with specialist support teachers, is offered to the pupil. There is a graduated response. On entry to the school, all pupils undergo a series of tests including literacy, numeracy, and comprehension attainment. Subsequently, all pupils on the Cadogan register are tested annually to assess their attainment. Results are recorded and monitored. All pupils are taught by experienced and highly qualified teachers in small, well-structured classes. Any concerns, such as a lack of improvement in standard scores, are highlighted and, along with other evidence, including grade data analyses, are discussed with parents. The following steps of the graduated response are then signposted. Speech and Language Therapists (SLTs) and Occupational Therapists (OTs) are available on-site to advise the SENCO and conduct assessments. St David's Specialist staff, who are Associate Members of the British Dyslexia Association with Assessment Practising Certificates, can write Dyslexia Assessment Reports and provide a diagnosis if appropriate. Further evaluation may involve referral to an appropriate health professional, such as an Educational Psychologist, OT, or SALT.
Who is our Learning Inclusion Needs Co-ordinator (SENCO) and how can he/she be contacted?	Dr Faye Favill, Head of Cadogan, SENCO. Member of the Senior Management Team. Qualifications: Ph.D., BSc (HONS), PGCE, PG Cert. Dyslexia, Specialist Assessor in Assessing for Access Arrangements. Tel: 01492 8688831 Mob: 07734875405 Email: ffavill@stdavidscollege.co.uk

What is our approach to teaching pupils with Learning Inclusion Needs?	The school's aim is to develop the whole person (girls and boys aged 9 to 19) through a broad education in the finest and most thoughtful sense, offering a wide range of interests and activities and fostering an appreciation of moral and spiritual values. Our fundamental aim is to enable all our pupils to realise their true potential. We offer a comprehensive curriculum and a wide range of extracurricular activities to enable each pupil to discover their talents. Our programmes are also designed to challenge pupils and help them gain self-confidence and self-esteem.
How do we adapt the curriculum and learning environment?	The additional learning needs provision is situated in the Cadogan Centre, which is located at the centre of the school and integrated into the curriculum. St David's College holds CReSTeD registration for Dyslexia Specialist Provision. The school was established primarily to educate pupils with dyslexia. Its curriculum and timetable are tailored to meet specific needs in a holistic, coordinated way, with many teaching staff holding nationally recognised qualifications in teaching dyslexic pupils. All SEN teachers and English teachers possess accredited teacher status at Level 5 or 7, while mainstream teachers have a minimum Level 2 qualification. Specialist Support Teachers, qualified to postgraduate level in teaching and learning for pupils with Specific Learning Difficulties (SpLDs), create comprehensive Pupil Passports for all pupils with additional learning needs. These Pupil Passports supply all teaching and pastoral staff with vital information about pupils' strengths, weaknesses, preferred learning styles, and cross-curricular targets. Specialist support teachers work closely with the curriculum and pastoral staff, sharing best practices through observation and communication. All staff have a strong awareness of pupils with additional needs. Class sizes are small, averaging 12 pupils, which leads to fewer auditory distractions. Curriculum teachers are experienced and hold at least a level 2 qualification in teaching and learning for pupils with SpLDs. Lessons are delivered through multiple senses, with 80% of the content revisited in

	subsequent lessons. Visual cues are provided at the start of tasks, and staff demonstrate techniques and offer worked examples. Work is differentiated to ensure equal opportunities. Lessons are divided into smaller, scaffolded parts, and notes are given to pupils. Movement breaks are included in lesson plans, and topics are regularly revisited and integrated. Peer tutoring and metacognition are encouraged. Pupils identify their preferred learning styles. Alternative methods of recording information are available through assistive technology. Pupils' strengths are supported through our More Able programmes in each taught subject. Our curriculum is crafted to accommodate the diverse strengths of pupils with SpLDs. It includes subjects such as Design Technology (including CAD), various Art disciplines (photography, graphics, textiles, 3D Art), Entrepreneurship, Engineering, BTEC Level 2 and 3 qualifications, as well as GCSE and A Level courses. We provide staff input, supervision, and prep work support from 6:30 p.m. to 7:15 p.m. Quiet time from 6-7 pm is an opportunity for Year 9 and above students to complete additional homework, and those in exam years will need to supplement this with further study where possible.
Assistive Technology	Assistive technology and related software are used to support all pupils with SpLDs in every lesson. We provide individual and small group training in Microsoft 365 applications, including Learning Tools (for Immersive Reader and Dictate), OneNote, Microsoft Teams, and Microsoft Edge. School Reading Pens are available in English lessons. RNIB PDFs textbooks: St. David's College collaborates with the RNIB to provide audiobooks that cover a wide range of academic criteria within the curriculum. The books can be read using 'text to voice' with Adobe Acrobat Reader. All staff, through their SEN qualifications, are aware of the working memory deficit many students with Dyslexia face. As a result, their teaching approaches do not involve copying from the board or excessive note-taking. Assistive technology is

	incorporated into the curriculum, and pupils can demonstrate their learning in various ways, beyond just text. Pupils are encouraged to complete one of two courses to develop their touch-typing skills. Pupils have their own laptop with Windows 10 and Microsoft Office 365. Pupils are encouraged to use software such as Quizlet to remember key words in specialist support lessons.
Access Arrangements	Access arrangements are made as necessary, based on evidence provided by teachers and educational reports from experts. Concessions are granted and recorded on ILPs and Pupil Passports. All staff are informed about the support to be provided to ensure consistency and practice in the classroom. All pupils are assessed for access arrangements at the end of year 9. All pupils are monitored, their performances tracked, and, if necessary, special arrangements are put in place for internal tests and external tests at lower levels within the school.
Specialist Support Teaching	Specialist support involves withdrawing pupils from timetabled lessons for one-on-one sessions in the Cadogan Centre. The timetable is rotated every half term to minimise the impact of missing any subject. The support needed by a pupil is categorised and may include occupational therapy, speech and language therapy, or a social use of language programme (SULP). Withdrawal from core subjects such as maths, English, and Science is kept to a minimum. Specialist support teachers work closely with subject staff and share best practices through in-class observations and communication. Subject staff are well aware of pupils with additional needs. Specialist teachers support with a varying number of 40-minute lessons each week to promote literacy, cross-curricular organisation, and mentoring. The number of lessons needed is monitored and adjusted as required after consultation with pupils and parents. St David's College encourages pupils to develop their learning strategies, such as mind mapping and self-reflection, to become more independent learners. Specialist support teachers will further break down assignments and tasks set by

	the mainstream teachers to provide an accessible framework for pupils to work autonomously. We provide staff input and supervision during preparation work. Quiet time offers an opportunity for Year 9 and above to complete more homework, and those in exam years should supplement this with additional study where possible. Specialist support teachers work with pupils taking mocks and external exams as their readers or writers; this provision may disrupt Cadogan Centre teaching for other pupils during the exams in January and May/June. Dyslexia support specialist teachers help pupils improve their literacy, working memory, and organisational skills. Literacy strategies include phonics programmes: Alpha to Omega, Toe by Toe, Word Wasp, Word Shark, Nussy, support and training groups for Assistive Technology and Learning Tools in Microsoft Office 365, and whole word recognition techniques, to name a few. Every pupil in the school will use a laptop to complete work and share information. Working Memory Strategies: using a phone for reminders, mind mapping, repetition, chunking, overlearning (Quizlet), checklists, and a multi-sensory approach to remembering exam facts.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	The extracurricular activities programme runs from 3:40 pm to 5:00 pm, Monday to Friday, and from 10:00 am to 12:30 pm on Saturday mornings. Activities offer a wide variety, from cooking to rock climbing. All pupils participate in the programme. Outdoor Education: St. David's College offers a comprehensive programme and is recognised as one of the most innovative in this field. Pupils regularly engage in outdoor activities under the supervision of trained and experienced staff. Opportunities for travel are available both locally and internationally. All pupils participate in games lessons, which are differentiated as needed. All pupils can partake in the Duke of Edinburgh Award Scheme.

How do we consult parents of pupils with SEN and involve them in their child's education?

Parents can have regular communication with Specialist Support staff and mainstream staff.

At the start of each term, a Pupil Passport and an Individual Development Plan (IDP) are created collaboratively between the pupil and their support teacher. Targets are chosen based on reports from education professionals, teachers, and parents. The ILP is shared with parents through the Parent Portal on ISAMS within the first couple of weeks of the term. The assessed ILP is uploaded onto ISAMS at the end of each term.

If there are concerns, parents can contact specialist support teachers through phone calls or email communication. Parent meetings take place once a year.

Parents are invited to provide information for **annual reviews** and to discuss their child's progress with the multidisciplinary team at school.

How do we assess and review pupils' progress towards their outcomes?

All new pupils are assessed using **the WIAT-III or Woodcock-Johnson Achievement Tests IV, as well as Access Maths attainment tests, upon** entry into the school.

After initial attainment testing, pupils on the Cadogan register are tested annually. Cadogan pupils also complete an annual ten-minute writing test – including freehand, dictation, and typing – at the start of the academic year. Regular literacy assessments enable St David's College to track progress. The rationale for testing is clearly explained to all pupils. Results are discussed with pupils and parents. Specialist support teachers use attainment test results, school reports, and reports from outside agencies to set SMART (Suitable, Measurable, Achievable, Realistic, and Timely) targets for IDPs. There are always at least three targets in place. The pupil and teacher review these targets at the end of each term, and results are shared with parents. This process encourages pupils to take responsibility for their learning.

The school monitors individual pupils, focusing on effort and value-added contributions. Target setting is employed to track progress. Pupils completed an online baseline test provided by Durham University upon joining, which not only establishes a baseline level in key skills but also predicts GCSE achievement and measures value added.

Pupils participate in creating their Pupil Passport, which is given to all staff. The passport includes details about SENs, things pupils want staff to know, how they can be supported in class, how they can help themselves, and cross-curricular targets.

Analysis of pupils' grades in mainstream subjects helps The Cadogan Centre staff understand how pupils perform compared to their expected scores in each subject. Teachers can then target interventions swiftly and effectively. The data also enables comparison of the performance of different groups of SpLDs across various subjects for which data exists. This information guides where provision and teacher support are most needed.

All records are kept in a school management system, which enables teachers and pastoral staff to monitor progress throughout the year. Records are entered into the school pupil management system to enable easier access.

How do we support pupils preparing for adulthood and improve their emotional and social development?

As pupils advance through the school, we hope that many will become independent learners with the help of available technology.

The Social Use of Language Programme helps pupils to learn and develop independence and self-confidence both inside and outside the classroom.

The Outdoor Education Programme and general extracurricular activities provide extra opportunities to develop self-esteem and confidence, while also having fun.

Pastoral Care: Tutor groups support pupils throughout the week, alongside Housemasters, the Head of Year, the Head Boy and Girl, and designated prefects. There is also a pastoral officer residential assistant available for any additional support pupils may require. Morning briefings also check on the pupils' well-being.

Medical Centre: Experienced nursing staff are based in San and constantly monitor any medications or illnesses that may occur. They regularly update staff skills during training days.

Bridge Therapy Suite: Cognitive Behavioural Therapists work on site, providing counselling sessions for pupils. Mentoring, Speech and Language Therapy, and Occupational Therapy are available on site.

Career advice is available from year 9 upwards.

What expertise and training do our staff have to support pupils with SEN?

All classroom teachers pursue a Level 2 Postgraduate qualification in Teaching and Learning for Pupils with SpLD. Specialist Support Teachers have, or are working towards, Level 5 or 7/Accredited Teacher Status qualifications for a Postgraduate Certificate in the teaching and learning of pupils with SpLD.

There is an ongoing in-service training programme designed to update and provide information for all staff on pupils with Dyslexia (Neil McKay, Action Dyslexia; Anselm Burke, BDA), Dyspraxia (Chris Pearson, Occupational Therapist), Dyscalculia (Judy Hornigold BSc, PGC Sp E, AMBDA), Speech and Language Difficulties and ASC (Gillian Benson, Cert. MRC SLT), Dr Lynda Hine (Educational Psychologist, Director of Partnerships: Academic and Professional Programmes, University of Chester), and Caroline Hearst (Autism Matters), as well as ADHD (Fintan O'Regan).

On-site **Speech and Language Therapist** (Becky Sleath) provides Individual Communication Plans for all our pupils with Speech and Language difficulties and ASD.

On site **Occupational Therapist** (Chris Pearson works with individuals and communicate best practice to all staff for an inclusive classroom.

How will we secure specialist expertise?	Appropriate staff advertisements, ongoing CPD for both new and existing staff. Conducting appraisals and observations to foster a culture of self-reflective teaching.
How will we secure equipment and facilities to support pupils with additional learning needs?	Use of an Action Plan and Departmental Development Plan to identify budget requirements for all resources each academic year.
How do we involve other organisations in meeting the needs of pupils with additional learning needs and supporting their families?	St David's College has close links with schools across the UK and hosts a Learning, Inclusion, and Needs conference in the spring. This allows specialist staff to share best practices and develop their skills. The PTA enables families of our pupils with SEN to connect and support each other. There is ongoing communication with medical professionals, CAMHS, Social Services and Educational Psychologists.
How do we evaluate the effectiveness of our additional learning needs provision?	We assess the effectiveness of our teaching by testing pupils annually and monitoring their scores in literacy and maths. Value added is calculated for each pupil, year group, and subject. SMID analysis is an effective way to examine each pupil's progress in every subject and understand how different learning difficulties affect performance in various subjects.
Who can young people and parents contact if they have concerns?	Safeguarding officer is Mrs Sue Davies, Assistant Pastoral Head.

Week structure

Time	Mon, Tue, Thur + Fri		Wednesday	Satur day
07:30 - 08:15	Breakfast			
08:45 - 09:00	Registration & Tutor Period			
09:00 - 09:20	Assembly (Registration on Saturday only)			
	Years 6 - 9	Years 10 - 13	All Years	
09:20 - 10:00	Lesson 1	Lesson	Lesson 1	Activi es
10:00 - 10:40	Lesson 2	Lesson	Lesson 2	
10:40 - 11:00	Break + Tuck Shop (1 st – 3 rd Form squash and biscuits)			
11:00 - 11:40	Lesson 3	Lesson	Lesson 3	Activi es
11:40 - 12:20	Lesson 4	Lesson	Lesson 4	
12:20 - 13:00	Lesson 5	Lesson	Lesson 5	
13:00 - 14:00	Lunch			Games and Activities
14:00 - 14:40	Lesson 6	Lesson		
14:40 - 15:20	Lesson 7	Lesson		
15:20 - 15:40	Afternoon	Afternoon		
15:40 - 16:20	Lesson 8	Lesson		
16:20 - 17:00	Lesson 9	Lesson		
	Supervised Prep	Optional Prep		
17:00 - 17:40				
17:45 - 18:30	Supper	Supper	Supper	
18:45 - 19:45	Quiet Time (Activities for Year 6-8) followed by free time, dorm call and lights out.			