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

- ***a mainstream school***
- ***delivering specialist provision***
- ***serving a distinct cohort whose needs cannot reasonably be met in typical mainstream settings.***
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St David's College provides provision for pupils whose needs have not been successfully met in previous mainstream settings, despite appropriate SEN/ALN Support and intervention.

St David's College offers specialist provision through:

- specialist trained teachers
- small class sizes less than 12 pupils per class
- structured literacy and numeracy intervention
- assistive technology integration
- specialist learning centre

St David's College at a Glance

- 257 pupils on roll
- 166 pupils on the ALN/SEN register
- 63 pupils with EHCPs, IDPs or SENA/CEA plans
- Average class size: 8–12 pupils
- 20 Level 7 specialist teachers
- 9 Level 5 specialist teachers
- 61% of pupils on the SEN register
- 70% progress to university
- GCSE outcomes average +0.83 grades above baseline prediction
- CReSTeD Dyslexia Specialist Provision

Assessment and ongoing monitoring identify pupils whose additional learning needs cannot be met through differentiated mainstream teaching alone. These pupils require specialist teaching delivered by appropriately qualified staff, smaller class sizes to enable individualised support, and access to targeted interventions that address their specific barriers to learning.

In some cases, pupils also benefit from access to therapeutic support, including input from therapists.

Placement within classes alongside pupils with similar learning profiles provides an appropriately supportive learning environment that promotes confidence, engagement, and progress.

In addition, assistive technology is available across classrooms to support access to learning, promote independence, and enable pupils to demonstrate their knowledge and skills effectively. This specialist provision ensures pupil can access the curriculum and make appropriate progress in line with the requirements of the ALN Code (Wales).

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.
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; Assessor for Access Arrangements. Associate Member BDA and Assessment Practicing Certificate (APC University of Chester; Level 5 Dyscalculia Specialist Teacher, Specialist Teacher Training.
Experience	12 years specialist support teacher of dyslexic pupils
Current job title	Additional Learning Needs Co-Ordinator/ALNCO/SENCO
Position within the SEND Continuum	St David's College is an independent mainstream school with specialist dyslexia provision (**CReSTeD DSP accreditation**). The College provides specialist provision for pupils whose learning needs cannot be effectively met in large mainstream schools, but who do not require placement in a special school. The College therefore operates as a specialist mainstream provision, enabling pupils with Specific Learning Difficulties and related neurodevelopmental needs to access a **mainstream curriculum through specialist teaching, intervention, and environmental adaptations**.
Why specialist provision is necessary	Pupils attending St David's College typically have Specific Learning Difficulties that significantly impair their ability to access the curriculum in large mainstream settings, despite appropriate ALN/SEN Support. These pupils require: • specialist teaching methods integrated across subjects • small teaching groups • reduced cognitive load environments • specialist literacy intervention delivered by qualified staff These adjustments cannot be consistently delivered in typical mainstream school environments.
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 learners	9 to 19
How many learners have special educational needs?	166
How many have IDPs/EHC Plans?	19 IDP (Wales), 40 EHCP (England), 4 SENA/CEA

Working with Local Authorities	St David's College works collaboratively with Local Education Authorities to deliver specified EHCP and/or IDP provision. The College participates fully in annual reviews, provides detailed progress reports, and works with external professionals to ensure that pupils' needs are met effectively. The College currently supports pupils funded by multiple Local Authorities and has extensive experience delivering provision specified in EHCPs and IDPs.
Average teaching ratio	Between 1:6 and 1:12
Average size of intervention group(s)	1:1
Does the college teach the full National Curriculum?	Yes The curriculum is carefully designed to accommodate the diverse strengths and interests of pupils with Specific Learning Difficulties (SpLDs). It offers a wide range of academic and vocational pathways, including: • BTEC Level 2 and Level 3 qualifications • GCSE and A Level courses • Design Technology, including CAD • Art disciplines such as photography, graphics, textiles, and 3D Art • Entrepreneurship and Engineering This broad and flexible curriculum enables pupils to experience success, develop confidence, and prepare effectively for further education and future careers.

Profile of pupils supported at St David's College	Taster days and weeks, as well as interviews with prospective pupils, are standard practice. St. David's College accepts pupils who 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. The College supports pupils aged 9–19 with the following primary and co-occurring needs: Primary needs: • Dyslexia • Specific Learning Difficulties (SpLD) Co-occurring needs may include: • Developmental Language Disorder (DLD) • Attention Deficit (Hyperactivity) Disorder (ADD/ADHD) • Developmental Coordination Disorder (DCD / dyspraxia) • Autism Spectrum Condition (ASC) • Dyscalculia • Associated anxiety related to learning difficulties Pupils typically demonstrate: • Significant literacy acquisition difficulties • Difficulties with processing speed and working memory • Difficulties accessing curriculum in large mainstream classrooms • Need for structured, specialist teaching approaches The College is not designed for pupils whose primary needs relate to severe behavioural, emotional, or social difficulties requiring therapeutic or specialist behavioural provision. School roll 257 pupils: 19 IDP pupils, 40 EHCP pupils, 4 SENA/CEA pupils, SEN Provision 166 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. Many pupils have more than one identified need; therefore totals exceed the number of pupils on the SEN register. Pupils on the SEN/ALN 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.

Identification and assessment of needs	Pupils admitted to St David's College typically have: A formal diagnosis of dyslexia or SpLD, or a specialist assessment including ○ Specialist teacher assessment ○ Educational psychology assessment ○ Speech and language therapy assessment ○ Occupational therapy assessment The College also conducts ongoing internal assessment to monitor pupil progress and inform provision. Progress is monitored through: • Standardised literacy assessments • Internal academic tracking • Teacher assessment • Specialist intervention monitoring Pupil voice surveys indicate that 92% of pupils feel they understand their learning profile and know what strategies help them learn effectively.
Provision Mapping Framework	Typical class sizes: • 8–12 pupils in mainstream classes • Smaller groups where appropriate • Individual intervention where required in the Cadogan centre **Need Level** **Provision Offered** Moderate SpLD Specialist teaching within mainstream classes Significant SpLD Additional withdrawal teaching in the Cadogan Centre Complex SpLD Intensive intervention and therapy integration in the Cadogan Centre This graduated provision model ensures that pupils receive appropriate specialist intervention based on assessed need.
Who is our SENCO/ALNCO and how can they be contacted?	Dr Faye Favill, Head of Cadogan. Member of the Senior Leadership Team. **Qualifications:** Ph.D., BSc (HONS), PGCE, PG Cert. Dyslexia Level 7, Level 7 Dyscalculia Specialist Teacher, ATS, APC, AMBDA **Tel:** 01492 868831 **Mob:** 07734875405 **Email:** ffavill@stdavidscollege.co.uk

What is our approach to teaching pupils with Learning Needs?	The school's aim is to develop the whole person (girls and boys aged 9 to 19) through a broad education offering a wide range of interests and activities and fostering an appreciation of moral and spiritual values. We have a strong focus on preparing our learners for adulthood by giving them opportunities to take **responsibility**, test their **leadership skills** and **develop resilience.** Our fundamental aim is to enable all 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. We want them to become **independent adults** that can **contribute to society.**
Specialist Provision and School Ethos	The school was established primarily to educate pupils with dyslexia. Its curriculum and timetable are carefully tailored to meet pupils' specific needs in a holistic and coordinated manner. Many teaching staff hold nationally recognised qualifications in teaching pupils with dyslexia, ensuring a high level of specialist expertise across the school. St David's College holds **CReSTeD** registration for **Dyslexia Specialist Provision**, reflecting its commitment to delivering high-quality, evidence-based support for pupils with specific learning difficulties.

Staff Qualifications and Expertise	All specialist teachers hold accredited specialist teacher status at Level 5 or Level 7, while mainstream teachers hold a minimum of a Level 2 qualification in dyslexia awareness. **The school benefits from a highly qualified specialist team, including:** • **20 Level 7 Specialist Dyslexia Teachers** • **9 Level 5 Specialist Dyslexia Teachers** • **Four Specialist Support Teachers holding APC and/or AMBDA qualifications** On-site **Speech and Language Therapist** (Becky Sleath) provide Individual Communication Plans for all our pupils with Speech and Language difficulties and ASD. On site **Occupational Therapist** (Chris Pearson) works with individuals with DCD/sensory sensitivities and challenges with executive function and he communicates best practice to all staff for an inclusive classroom. This multidisciplinary team collaborates closely with curriculum and pastoral staff, sharing best practice through observation, communication, and joint planning. As a result, all staff maintain a strong awareness of pupils' additional learning needs. 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), DCD(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).

The Cadogan Centre: Specialist Teaching and Intervention Hub	Specialist provision at the significant level is based within the Cadogan Centre, also known as the Additional Learning Needs Centre. Located at the centre of the school, it is fully integrated into the wider curriculum and school community. The Cadogan Centre provides a specialist teaching, therapy and intervention hub, delivering: • Structured literacy and numeracy intervention • Cross curricular study skills support/mentoring • Specialist assessment • Ongoing pupil monitoring • Multidisciplinary collaboration with occupational therapy and or speech and language therapy This integrated approach enables pupils to access mainstream education while receiving targeted specialist support across the curriculum. Specialist support involves withdrawing pupils from timetabled lessons for forty-minute 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 1-1 weekly direct or indirect occupational therapy, speech and language therapy or the social use of language programme (SULP)(small group support). Withdrawal from core subjects such as maths, English, and Science is kept to a minimum. The number of lessons needed is monitored and adjusted as required after consultation with pupils and parents. A graduated approach of assess plan, do and review is employed. St David's College encourages pupils to develop their metacognition and assistive technology skills to become more independent learners. **Literacy strategies include phonics programmes:** Alpha to Omega, Toe by Toe, Word Wasp, Word Shark, Nessy, 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.

Intensity of intervention	Pupils have between 1 and 8 specialist support 1-1 lessons every week. This level of specialist intervention represents intensive, structured provision delivered by specialist teachers and integrated into the pupil's educational programme.

Individualised Support and Pupil Passports	Specialist Support Teachers and therapists create comprehensive Pupil Passports for all pupils with additional learning needs. These passports provide teaching and pastoral staff with essential information, including: • Pupils' strengths and areas of difficulty • Preferred learning styles • Cross-curricular targets • Recommended teaching strategies This ensures consistency of support and enables staff to tailor their teaching to meet individual pupil needs effectively.
Teaching Approaches and Inclusive Practice	Both mainstream and specialist one-to-one lessons use multisensory teaching approaches, recognising the importance of reinforcing learning through multiple channels. Key strategies include: • Revisiting approximately 80% of content in subsequent lessons to support overlearning • Providing visual cues and worked examples at the start of tasks • Differentiating work to ensure equal access and opportunity • Breaking lessons into smaller, scaffolded steps • Providing structured notes to support working memory • Incorporating movement breaks to support attention and regulation • Regularly revisiting and integrating topics to strengthen retention Peer tutoring and metacognitive strategies are actively encouraged, helping pupils develop awareness of their own learning processes. Pupils are supported in identifying their preferred learning styles and are offered alternative methods of recording information, including assistive technology where appropriate.

Assistive Technology	**Assistive technology is embedded across the curriculum and pupils are actively encouraged and supported to use it as part of their normal way of working.** 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 mainstream 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 ALN/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 notetaking. 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.** Pupils are encouraged to use software such as Quizlet to remember key words in specialist support lessons.

Homework support	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.

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 screened and reviewed for access arrangements from Year 9 onwards.** 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. Across Years 10–14, St David's College, a **CReSTeD Specialist School** continues to demonstrate strong, effective practice in securing appropriate exam access arrangements for neurodiverse learners. Approval rates remain high across all year groups—79% in Year 10, 71% in Year 11, 75% in Year 12, 96% in Year 13, and 100% in the small Year 14 cohort. These consistently positive outcomes reflect the school's robust identification procedures, high-quality specialist dyslexia provision, and commitment to supporting pupils' normal way of working. Learners with ASC, ADHD, dyslexia, DCD, DLD, dyscalculia and processing or literacy difficulties benefit from specialist teachers, small class sizes, a differentiated curriculum, and the effective use of assistive technology. As a result, they are equipped with the exam access arrangements they need to demonstrate their true capabilities and achieve successful educational outcomes.

Year Group	No. pupils	Pupils with access arrangements
10	42	33
11	35	25
12	48	36
13	26	25
14	1	1

How do we consult parents of pupils with SEN and involve them in their child's education?	Parents maintain regular communication with both Specialist Support staff and Mainstream teaching staff, ensuring a consistent and collaborative approach to supporting their child's progress. At the start of each term, a Pupil Passport and an Individual Development Plan (IDP) are developed collaboratively between the pupil and their Specialist Support teacher. Targets are informed by reports from education professionals, teachers, and parents, ensuring a holistic and individualised approach. The IDP is shared with parents via the ISAMS Parent Portal within the first few weeks of term, and the reviewed IDP is uploaded at the end of each term to reflect

	progress and next steps. Parents are encouraged to contact Specialist Support teachers at any time via telephone or email should any questions or concerns arise. In addition, formal parent meetings are held annually to provide opportunities for more detailed discussion. Parents are also invited to contribute to annual reviews and to meet with the school's multidisciplinary team to discuss their child's progress, ensuring their views are valued and that support remains responsive to the pupil's evolving needs.

How do we assess and review pupils' progress towards their outcomes?	St David's College uses a graduated, evidence-based approach to assess, monitor and review the progress of pupils with additional learning needs. Assessment information is used to identify needs, plan appropriate provision, monitor progress and evaluate the effectiveness of support. **Baseline Assessment** All pupils are assessed on entry to establish their strengths, areas of need and current levels of attainment. Assessment information may include: • WIAT-III or Woodcock-Johnson IV Tests of Achievement • Access Maths assessments • Reading, spelling and writing assessments • Specialist teacher assessments • Educational Psychology reports • Speech and Language Therapy reports • Occupational Therapy reports This information provides a baseline against which future progress can be measured and informs the planning of appropriate Additional Learning Provision (ALP). **Monitoring Progress** Pupil progress is monitored throughout the year using a range of evidence, including: • Teacher assessment and curriculum performance • Standardised literacy and numeracy assessments • Intervention records • Examination and assessment outcomes • Attendance, engagement and wellbeing information • Pupil voice and parent feedback Pupils receiving specialist support within the Cadogan Centre are reviewed regularly to ensure that interventions remain targeted and effective.

	Reviewing Outcomes Pupils with Additional Learning Provision have Individual Development Plans (IDPs) and Pupil Passports that are reviewed termly through an assess–plan–do–review cycle. Reviews involve pupils, parents, specialist staff and external professionals where appropriate. Progress is evaluated against individual outcomes, including: • Academic attainment • Literacy and numeracy development • Independent learning skills • Effective use of assistive technology • Organisation and study skills • Confidence and self-advocacy • Social communication and emotional wellbeing where relevant Where progress is less than expected, provision is reviewed and adjusted accordingly. **Measuring Impact** The College uses a range of measures to evaluate the impact of its provision, including standardised reassessment data, value-added measures, examination outcomes and progress towards individual outcomes. In 2025, pupils achieved on average +0.83 grades above baseline predictions, with English Language outcomes averaging +1.375 grades above prediction. These outcomes provide objective evidence that specialist provision enables pupils to make strong progress from their starting points. The College also monitors wider outcomes linked to preparing for adulthood, including attendance, engagement, independence, confidence, participation in school life and successful progression to further education, employment or training. **Leadership Oversight** Assessment information, intervention records, IDP reviews and outcome data are monitored by the ALNCO and Senior Leadership Team to ensure that provision remains effective, responsive and compliant with the requirements of the ALN Code (Wales). This systematic approach ensures that pupils receive appropriate support, make meaningful progress and are well prepared for future learning and adulthood.
Impact of specialist provision	**GCSE outcomes compared to entry attainment** In 2025, St David's College pupils on average achieved **+0.83 grades higher** than they were predicted from their baseline assessed results. For English Language the added value is **+1.375 grades higher** than they were predicted from their baseline assessed results.

The baseline assessment is taken at the first opportunity when a student starts at the school. This will either be:

MIDYIS (Middle Years Information System) is an adaptive assessment designed for students aged 11 to 14, aimed at measuring their cognitive abilities and predicting future academic performance in GCSE and IGCSE exams**.**

YELLIS (Year 11 Indicator System), which is an assessment is an adaptive baseline assessment designed for students in Key Stage 4, typically aged 14-16. It aims to provide an objective measure of a student's strengths and weaknesses, predicting their likely performance at GCSE and IGCSE. The assessment is computer-delivered and adaptive, meaning it adjusts the difficulty of questions based on the student's responses, ensuring that each student receives a test tailored to their ability level. This approach allows for a more accurate assessment of a student's aptitude and progress, providing valuable insights for educational planning and support.
Internal tracking demonstrates that pupils typically make accelerated literacy progress compared to baseline assessments, particularly in reading accuracy, reading comprehension, and written expression

Attendance, Engagement and Retention
Students who may have been school refusers previously or severely lacking in confidence have grown into students who are enthusiastic to come to school and excited about their day.
These experiences are reflected in retention figures. For example, students starting in Year 5 progress through to year 7. In the last 4 years there has been 100% progression from Year 6 to year 7. Similarly, we have high retention rates from Year 11 into Sixth Form largely due to the support offered and diversity of courses which suit different learning styles. During the last academic year, 72% of our Year 11 students remained at St David’s for their sixth form studies.

How do we support pupils preparing for adulthood and improve their emotional and social development?	As pupils advance through the school, The College enables 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. **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. *The school prepares pupils of all abilities well for relevant further educational experiences and future employment opportunities* In the Sixth Form, we continue the process through 1:1 consultations, expert guest-speaker events, UCAS and careers fairs. We pride ourselves on our genuine ability to tailor our advice to suit pupils' strengths and ambitions. In addition, our parent body and influential alumni help facilitate access to work experience and extra-curricular opportunities. Our open-minded approach to pupils' ambitions mean that our pupils are prepared for university, apprenticeships, social enterprises and industry placement. **Destination of Leavers** Recent leavers have progressed to a wide range of universities including Bristol, Manchester, Warwick, Edinburgh, Cardiff and Nottingham, studying courses such as Engineering, Medicine, Biochemistry, Fine Art, Architecture and Business. Others have progressed to specialist arts institutions, higher-level apprenticeships, military training and direct employment. **Independent learning and self-management outcomes** Through specialist support teaching, use of assistive technology, structured study routines, boarding and day pastoral systems, and metacognitive coaching, pupils learn to: • organise equipment and deadlines independently • use laptops, dictation, immersive reader, audiobooks, planners and reminder systems without adult prompting • understand their own learning profiles and advocate for the adjustments they require • develop revision habits, time management and personal responsibility. As pupils move through the school there is a clear reduction in learned helplessness and increasing confidence in managing their own learning.

Social communication and emotional maturity outcomes

Pupils with social communication difficulties, anxiety, ASC or low self-esteem are supported through:

- the Social Use of Language Programme
- tutor and pastoral mentoring
- outdoor education
- extracurricular clubs
- counselling and therapeutic support.

As a result, pupils develop:

- improved confidence in peer relationships
- greater willingness to participate in group work and leadership opportunities
- improved emotional regulation
- increased resilience in unfamiliar or demanding situations.

Many pupils who entered the College withdrawn and school-anxious progress to becoming active participants in boarding life, school productions, sports, clubs and pupil leadership.

Career readiness and employability outcomes

From Year 9 onward, pupils receive structured careers education, one-to-one guidance, sixth form progression mentoring, UCAS support, apprenticeship advice, work experience opportunities and visiting speaker events.

This enables pupils to:

- identify realistic future pathways linked to their strengths
- understand vocational and academic options
- prepare CVs, personal statements and interview responses
- access work placements and employer encounters
- make informed decisions regarding university, apprenticeships or direct employment.

Pupils leave the College with the confidence and practical skills needed to navigate further education and employment environments.

Successful transition to adult destinations

The effectiveness of this preparing for adulthood provision is reflected in destination outcomes.

Approximately 70% of leavers progress to university degree study, with others moving successfully into apprenticeships, specialist colleges, employment, military training or planned gap year pathways. Recent destinations include Russell Group universities, engineering apprenticeships, creative arts institutions, healthcare professions and technical industries.

These sustained positive destinations demonstrate that pupils are not only academically supported but are enabled to move successfully into independent adult pathways.

Personal confidence and self-advocacy

A significant preparing for adulthood outcome for St David's College learners is that pupils develop a positive understanding of their neurodiversity and become confident self-advocates. By Sixth Form, many pupils are able to explain their learning needs, request appropriate adjustments, use specialist technology independently and engage confidently with admissions tutors, employers and external agencies.

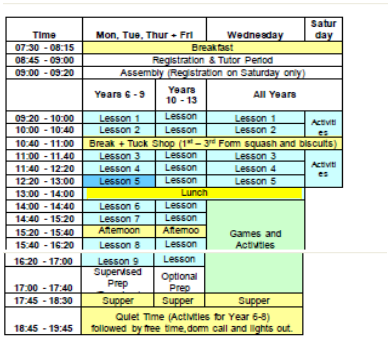
This represents a substantial long-term outcome for pupils who frequently join the College with a history of educational anxiety and low self-belief.

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 ALN/SEN to connect and support each other. There is ongoing communication with medical professionals, CAMHS, Social Services and Educational Psychologists.
Who can young people and parents contact if they have concerns?	Safeguarding officer is Mrs Sue Davies, Assistant Pastoral Head. The College Complaints Policy can be accessed via the school website
Governors / Proprietors	The governing body/proprietors receive regular reports regarding ALN provision, outcomes, staffing and compliance.

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Week structure



Time	Mon, Tue, Thur + Fri		Wednesday	Saturday
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	Activities
10:00 - 10:40	Lesson 2	Lesson	Lesson 2	
10:40 - 11:00	Break + Tuck Shop (1st – 3rd Form squash and biscuits)			
11:00 - 11.40	Lesson 3	Lesson	Lesson 3	Activities
11:40 - 12:20	Lesson 4	Lesson	Lesson 4	
12:20 - 13:00	Lesson 5	Lesson	Lesson 5	
13:00 - 14:00	Lunch			
14:00 - 14:40	Lesson 6	Lesson	Games and Activities	
14:40 - 15:20	Lesson 7	Lesson		
15:20 - 15:40	Afternoon	Afternoo		
15:40 - 16:20	Lesson 8	Lesson		
16:20 - 17:00	Lesson 9	Lesson		
17:00 - 17:40	Supervised Prep	Optional Prep		
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.			