

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

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

St David's College,  
Gloddaeth Hall  
Llandudno  
Conwy  
North Wales  
LL30 1RD

Tel: 01492 875974 Mob: 07734875405

Fax 01492 870383

Email: [hmsec@stdavidscollege.co.uk](mailto:hmsec@stdavidscollege.co.uk) or [ffavill@stdavidscollege.co.uk](mailto:ffavill@stdavidscollege.co.uk)

Website: [www.stdavidscollege.co.uk](http://www.stdavidscollege.co.uk)

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

<b>Name of School/College:</b>	St David's College, Llandudno, North Wales. LL30 1RD.
<b>Name of person completing the form:</b>	Dr Faye Favill
<b>Qualifications:</b>	PhD University of Liverpool; BSc. (Hons) Genetics, University of Wales, Cardiff; PGCE & PG. Cert. Dyslexia University of Bangor University of Chester Access Arrangements. Studying for AMBDA.
<b>Experience:</b>	8 years specialist support teacher of dyslexic pupils
<b>Current job title:</b>	Learning Inclusion Needs Coordinator (SENCO)
<b>Details of the School/College</b>	Mainstream school, specialism in dyslexia and other Specific Learning Difficulties.
<b>Number of places (PAN capacity and NOR)</b>	264 (Day: 104 male, 67 female; Boarding: 78 males, 15 female).
<b>Age range of children/young people</b>	9 to 19
<b>How many children/young people have special educational needs (Statutory and Learning Inclusion Needs (SEN) support)?</b>	200
<b>How many have statements of special educational needs/EHC Plans?</b>	22 Statement (Wales), 27 EHCP (England), 4 SENA/CEA
<b>Average size of classes and other teaching groups</b>	12
<b>Average size of any nurture/intervention group(s) in place</b>	1
<b>Specialism and expertise of the school/college</b>	Dyslexia, Dyspraxia / Developmental Coordination Disorder (DCD), Speech and Language (S&L/DLD) communication difficulties, Dyscalculia, Dysgraphia, Attention Deficit Hyperactivity Disorder (ADHD).
<b>Does the school/college teach the full National Curriculum?</b>	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/statements, 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/weeks and interviews with prospective pupils are standard practice. St. David's College accepts pupils that 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 as well as considering the impact upon the learning of others.

Statements /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: 19 Statemented pupils, 31 EHCP pupils, 3 SENA/CEA pupils, IDP 6 pupils, SEN Provision 184 pupils, 70% pupils on the SEN register.

Dyslexia 79, ASC 32, ADHD 55, Dyscalculia 14, Dyspraxia 23, 13 Visual Stress 18, Speech, and Language Difficulties (S&L) 48.

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 ILP 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 showing '**a cause for concern**' are discussed in the daily staff briefing. Mainstream teachers have regular communication with the SENCO and Cadogan centre staff and voice concerns if a pupil is not making expected progress. Parents are contacted and involved in the decisions regarding provision for their child. Initially, classroom interventions are put in place but if further support is needed then additional learning needs provision in the form of 1-1 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 battery of tests including literacy numeracy and comprehension attainment. Subsequently, all pupils on the Cadogan register are tested annually for attainment. Results are recorded and tracked. All pupils are taught by experienced and highly qualified teachers in small groups and classes. Any concerns (lack of improvement of standard scores) are highlighted, and together with any other evidence such as SMID analyses, are discussed with parents and next steps of the graduated response are signposted.

Speech and Language Therapists(S&LTs) and Occupational therapists (OTs)are available on site to advise the SENCo and perform assessments. St David's Specialist staff who are Associate Members of the British Dyslexia Association with Assessment Practicing Certificates can write Dyslexia Assessment Reports and provide a diagnosis if appropriate. Further assessment would involve referral to an appropriate health professional such as an Educational Psychologist, OT or SALT.

<p><b>Who is our Learning Inclusion Needs Co-ordinator (SENCO) and how can he/she be contacted?</b></p>	<p>Dr Faye Favill, Head of Cadogan, Learning Inclusion Coordinator. Member of the Senior Management Team. <b>Qualifications:</b> Ph.D., BSc (HONS), PGCE, PG Cert. Dyslexia, Specialist Assessor in Assessing for Access Arrangements. <b>Tel:</b> 01492 8688831 <b>Mob:</b> 07734875405 <b>Email:</b> ffavill@stdavidscollege.co.uk</p>
<p><b>What is our approach to teaching pupils with Learning Inclusion Needs?</b></p>	<p>The aim of the school is the development of the whole person (girls and boys aged 9 to 19) through a general education in the best and wisest sense, with a wide choice of interest and activity and an appreciation of moral and spiritual values.</p> <p>Our fundamental aim is to enable all our pupils to realise their true potential. We provide a broad curriculum and the widest 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.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>The additional learning needs provision takes place in the Cadogan Centre. It is located at the heart of the school and is built into the curriculum. St David's College has CReSTeD registration Dyslexia Specialist Provision. The school is established primarily to teach pupils with dyslexia. The curriculum and timetable are designed to meet specific needs in a holistic, co-ordinated manner with a significant number of teaching staff holding nationally recognised qualifications in teaching dyslexic pupils. All SEN teachers and English teachers have accredited teacher status Level 5 or 7 and mainstream teachers have a Level 3 qualification.</p> <p>Specialist Support Teachers, qualified to postgraduate level in the teaching and learning of pupils with Specific Learning Difficulties (SpLDs), create holistic Pupil Passports for all pupils with additional learning needs. These Pupil Passports provide all teaching and pastoral staff with essential information on the strengths and weaknesses, preferred learning styles as well as cross curricular targets.</p> <p>Specialist support teachers work closely with the curriculum and pastoral staff and share good practice by observation and communication. All staff have a good</p>

	<p>awareness of the pupils with additional needs.</p> <p>Class sizes are small, average 12 pupils, and consequently there are low auditory distractions. Curriculum teachers are experienced and have level 3 qualifications in the teaching and learning of pupils with SpLDs.</p> <p>Delivery of lessons is multisensory, 80% of the lesson is revisited in the following lesson. Visual clues are provided to pupils at the beginning of tasks and staff will also model techniques and give worked examples. Work is differentiated promoting equality of opportunity. Lessons are chunked and scaffolded, notes provided to pupils, movement breaks incorporated into lessons plans and topics frequently revisited and interwoven. Peer tutoring and metacognition is encouraged. Pupils identify their preferred ways of learning. Alternative means of recording information are provided using assistive technology.</p> <p>Pupils' strengths are encouraged through our More Able programmes within each taught subject.</p> <p>Our curriculum is designed to cater for the many strengths of pupils with SpLDs. Examples are our Design Technology (including CAD), numerous Art (photography, graphics, textiles, 3D Art) Entrepreneurship, Engineering, BTEC level 2 and 3 qualifications as well as GCSE and A Level.</p> <p>We provide staff input, supervision, and prep work. From 8:20-8:40am and from 5-5:30pm slot there is paired reading for years 5-9 on Monday, Tuesday, and Thursdays.</p> <p>Quiet time from 6-7pm is an opportunity for Year 9 and above to do more homework and those in exam years will need to supplement this with further study where possible.</p>
<p><b>Assistive Technology</b></p>	<p>Assistive technology and associated software are used to support all pupils with SpLDs in all lessons. We offer individual and small group training in Microsoft 365 software including <b>Learning Tools (for immersive reader and dictate software)</b>, One Note, Microsoft Teams, and Microsoft Edge.</p>

	<p><b>School Reading Pens</b> are available in English lessons.</p> <p><b>RNIB PDFs textbooks:</b> St. David's College works with the RNIB to provide audio books that cover a wide range of the academic criteria within the curriculum. The books can be read 'text to voice' using Abode Acrobat reader.</p> <p>All staff, through their SEN qualifications, are aware of the working memory deficit of many students with Dyslexia. Consequently, their teaching models do not involve copying from the board or excessive note taking. Assistive technology is integrated within the curriculum and pupils can demonstrate their learning in a variety of ways aside from text.</p> <p>Pupils are encouraged to complete one of two courses to develop their <b>touch-typing skills</b>. Pupils have their own laptop with Windows 10 and <b>Microsoft Office 365</b>. Pupils are encouraged to use the software such as Quizlet to remember key words in specialist support lessons.</p>
<p><b>Access Arrangements</b></p>	<p>Access arrangements are applied for as necessary, based on evidence supplied by teachers and educational reports by experts. Concessions are awarded and published on ILPs and Pupil Passports. All staff are advised as to the support to be given to ensure custom and practice in the classroom.</p> <p><b>All pupils are assessed for access arrangements at the end of year 9.</b> All pupils are monitored, their performances tracked and if necessary, special arrangements are put in place in internal tests and external tests lower down the school.</p>
<p><b>Specialist Support Teaching</b></p>	<p>Specialist support is in the form of withdrawal of pupils from timetabled lessons for 1-1 lessons in the Cadogan Centre. The timetable is rotated on a half termly basis to minimise the effect of missing anyone subject. The provision needed by a pupil is banded and may possibly include occupational therapy, speech and language therapy or a social use of language programme (SULP). Withdrawal from core subjects including maths, English and Science is kept to a minimum.</p> <p>Specialist support teachers work closely with the subject staff and share good practice by in class observation and communication. Subject staff have a good awareness of the pupils with additional needs.</p>

	<p>Specialist teachers support with a varying number of 40-minute lessons per week to support literacy, cross curriculum organisation and mentoring. The number of lessons needed is monitored and adjusted as required after consultation with pupil and parents.</p> <p>St David's College encourage pupils to expand their learning methods e.g., mind mapping and self-reflecting 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 independently.</p> <p>We provide staff input and supervision of prep work. Quiet time is an opportunity for Year 9 and above to do more homework and those in exam years will need to supplement this with further study where possible.</p> <p>Specialist support teachers work with pupils taking mocks and external exams as their readers or writers and this provision may disrupt Cadogan Centre teaching for other pupils whilst exams are taking place in January and May/June.</p> <p>Dyslexia support specialist teachers work with pupils on their literacy, working memory and organization skills.</p> <p><b>Literacy strategies include phonics programs:</b> Alpha to Omega, Toe by Toe, Word Wasp, Word shark, Nessy, Assistive Technology support and training groups for Learning Tools in Microsoft Office 365, and whole word recognition techniques to name a few. Every pupil in school will uses laptop to complete work and share information.</p> <p><b>Working Memory Strategies:</b> Using a phone for reminders, mind mapping, repetition, chunking, over learning (Quizlet), checklists, multi-sensory approach to remembering exam facts.</p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils</b></p>	<p>The <b>extracurricular activities programme</b> runs from 3:40pm-5pm Monday to Friday and from 10-12:30 on Saturday mornings. Activities have an incredible depth of range from cooking to rock climbing. All pupils participate in the programme.</p>



<p><b>who do not have SEN?</b></p>	<p><b>Outdoor Education:</b> St. David's College has an extensive program and is recognised as being one of the most forward thinking in this area. Pupils have regular outdoor activities that are overseen by trained, experienced staff. Opportunities for travel are available both at home and abroad.</p> <p>All pupils take part in <b>games lessons</b> which are differentiated as required.</p> <p>All pupils can partake in the <b>Duke of Edinburgh Award Scheme</b>.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>Parents can have regular communication with Specialist Support staff and mainstream staff.</p> <p>At beginning of every term, a <b>Pupil Passport</b>, and an <b>Individual Learning Plan (ILP)</b> is developed between the pupil and their specialist support teacher. The targets are chosen using reports provided by education professionals, teachers, and parents. The ILP is shared with parents via the <b>Parent Portal on Schoolbase</b> within the first couple of weeks of term. The evaluated ILP is uploaded onto Schoolbase at the end of every term.</p> <p>If there are concerns, parents can contact specialist support teachers through <b>phone calls or email communication. Parent meetings take place once a year.</b></p> <p>Parents are invited to provide information for <b>annual reviews</b> and to come to talk with multi-disciplinary teams at school.</p>

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

All new pupils are assessed using **WIAT-III or Woodcock Johnson Achievement Tests IV and Access Maths attainment tests** on 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 tests** – freehand, dictation and typing at the beginning of the academic year. Regular literacy testing of pupils in school allows St David's College to monitor progress. The rationale behind testing is carefully explained to all pupils. Results are discussed with pupils and parents. Specialist support teachers use the attainment test results as well as school reports and other reports from outside agencies to create **Suitable Measurable Achievable Realistic Timely** targets for ILPs. A minimum of three are in place at any one time. The pupil and teacher **evaluate these targets** at the end of every term with and results are sent to parents. This encourages pupils to take responsibility for their learning.

The school tracks individual pupils with **the emphasis being on effort and value added**. Target setting is used to monitor progress. Pupils are given an online baseline test by Durham University on entry to school which, as well as giving a baseline level in key skills, is also used to predict GCSE success and give a measure of value added.

Pupils are involved in creating their Pupil Passport which is distributed to all staff. The pupil passport details SENs, things pupils want staff to know about them, how they can be helped in class, how they can help themselves and cross-curricular targets.

**SMID analyses** of pupils' grades in mainstream subjects enables The Cadogan Centre staff to see how pupils are performing relative to their expected score for each subject. Teachers can target intervention quickly and effectively. The data allows comparison of the performance of different groups of SpLDs in each subject for which there is data. This informs 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 on to 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 progress through the school, we hope that many will become independent learners with the assistance of available **technology**.

The **Social Use of Language Programme** helps equip pupils for learning and develop independence and self-confidence within and outside the classroom.

The **Outdoor Education Programme** and general extracurricular activities provide further opportunities to develop self-esteem and confidence, as well as having fun.

**Pastoral Care:** Tutor groups support pupils throughout the week alongside Housemasters, Head of Year, Head Boy and Girl and designated prefects. There is also a resident Chaplain and assistant for any other support pupils feel they may need. Morning briefing also checks on the well-being of the pupils.

**Medical Centre:** Experienced nursing staff are situated in San and constantly monitor any medication or illnesses that may occur. They update staff skills regularly on staff 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.

**Careers advice** is available from year 9 upwards.

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

All **classroom teachers undertake a Level 3 Post Graduate qualification** in the Teaching and Learning of Pupils with PATOSS. English and Specialist Support Teachers have or are working towards level 5 or 7/Accredited Teacher Status qualifications for PG Cert. in the teaching and learning of pupils with SpLD.

There is an ongoing in-service training programme to update and provide information for all staff for 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), ADHD (Fintan O'Regan).

On site **Speech and Language Therapist** (Gillian Benson) 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.

<p><b>How will we secure specialist expertise?</b></p>	<p>Appropriate advertisements for staff, continuous CPD of new and current staff. Appraisals, observations, a culture of self-reflective teaching.</p>
<p><b>How will we secure equipment and facilities to support pupils with additional learning needs?</b></p>	<p>Use of an Action Plan and Departmental Development Plan to identify budget requirements for all resources each academic year.</p>
<p><b>How do we involve other organisations in meeting the needs of pupils with additional learning needs and supporting their families?</b></p>	<p>St David's College has close links with schools throughout the UK and hosts a Learning Inclusion Needs conference in the Spring. This specialist staff to share best practice and to develop their own.</p> <p>The PTA allows families of our pupils with SEN to meet and offer support to one another. There is regular communication with medical professionals, CAMHS, Social services and Educational Psychologists.</p>
<p><b>How do we evaluate the effectiveness of our additional learning needs provision?</b></p>	<p>We evaluate the effectiveness of our teaching by annually testing pupils and tracking their scores for literacy and maths.</p> <p>Value added is calculated for each pupil, year group and subject. SMID analysis is an effective way of looking at each pupil progress in each subject and looking at how different learning difficulties perform in different subjects.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>Safeguarding officer is Mrs Sue Davies, Assistant Pastoral Head.</p>

## 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
10:00 - 10:40	Lesson 2	Lesson	Lesson 2
10:40 - 11:00	Break + Tuck Shop (1 <sup>st</sup> - 3 <sup>rd</sup> Form squash and biscuits)		
11:00 - 11:40	Lesson 3	Lesson	Lesson 3
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	Afternoon	
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.		