



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:
Email: admin@crested.org.uk

Re-registration Application Form Category DSP – Dyslexia Specialist Provision

Date of visit:

15th February 2022

Name of Consultant(s):

Ros McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
St David's College Llandudno Conwy LL30 1RD Wales Tel: 01492 875974	Rural	170 boys 94 girls	Dysc Dysl Dysp ADD ADHD ASD SALT	SHMIS WISC BSA
Email: hmsec@stdavidscollege.co.uk Web: www.stdavidscollege.co.uk	Ind Bdg Day	Ages: 9-19		GCSE A Level BTec C&G
Comments: For over 40 years our students have made us the school we are today, with a strong caring ethos, a unique approach to education and a history of success.				

School Details

Name of school: St David's College

Address of school: St David's College
Gloddaeth Hall
Llandudno
Conwy
North Wales
LL30 1RD

Telephone: 01492 875974

Fax:

Email: hmsec@stdavidscollege.co.uk

Website: www.stdavidscollege.co.uk

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

Name: Mr Andrew Russell

Title (e.g. Principal): Headmaster

Head/Principal's telephone number if different from above: 01492 875974

Qualifications: BSc PGCE CCM (SpLD)

Awarding body: Southampton and Bangor University

Consultant's comments

Mr Russell is a knowledgeable and approachable Head who has been in place since 2017. He completed his PGCE at Bangor University where he also studied for a qualification in teaching dyslexic students.

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

Name: Dr Faye Favill

Title (e.g. SENCO): ALNCO

Telephone number if different from above:

Qualifications: BSc (Hons) PhD (Liverpool University) PG Cert Dyslexia (Bangor University), Level 7 Access Arrangements (Chester University), Currently studying for APC AMBDA (Chester University)

Awarding body: BDA

Consultant's comments

Dr Favill's PhD is in Genetics, and she came into teaching after first teaching at University. She has gained a range of useful and relevant qualifications for teaching and assessing students with SpLDs and is currently studying for her AMBDA and APC.

1. Background and General Information

1. a)	Dep't of Education Registration No.:	662/6017		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 89	37	9-19
		Girls: 77	22	9-19
	Boarding:	Boys: 81	45	9-19
		Girls: 17	6	9-19
	Overall total:	264	110	9-19

Consultant's comments

There is a waiting list for places but the maximum number will not exceed 280 as the Head and the staff care that the level of instruction and individual challenge should not be diluted.

- c) Class sizes – mainstream: 12 average

Consultant's comments

Most of the classes visited were smaller than this and such small classes allow for attention that is individual as teachers are fully aware of their pupils' needs.

- d) Class sizes – learning support: 1:1 or small groups (6 or less) for SULP. Core Studies as per school class size above

Consultant's comments

The support lessons observed were 1-1. The Social Use of Language Programme (SULP) is being reconsidered but will remain small group.

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

Care, Support and Guidance was judged Excellent by the Estyn Inspection report in 2020. "It is an inclusive, nurturing family community where staff promote a culture of trust and respect in which pupils thrive." Parents interviewed praised the level of pastoral care, and Sue Davies the Head of Care has an open-door policy for pupils who need support or advice of any description. She is aware that some pupils find it difficult to talk about anxieties face to face, and she has a dedicated phone so that pupils can message her about problems. She noted that, "Our job is to help pupils develop skills for the future. Often by listening to each other."

Independent
Schools
only

- f) Current membership (e.g. HMC, ISA etc.): SHMIS WISC BSA

Consultant's comments

And, of course, CReSTeD.

- 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

Yes

or provide link to view reports via the internet

ii. **Recent Inspection reports**, please indicate copy enclosed Yes

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 Yes

or provide link to view information via the internet

Consultant's comments

The online prospectus is lively, informative and interesting. It gives a true flavour of the family atmosphere and it was interesting to see the wide range of courses and universities, as well as companies that pupils move on to. The recent inspection report judges all areas as Good, with Pastoral Care Excellent.

Fees are as would be expected for this level of attention.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

The aim of the Trust is the development of the whole person 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. The presentation of the Christian faith showing the love of Christ both by example and teaching is to be an essential part of any school carried on by the Trust.

Our fundamental aim is to enable all our pupils to realise their true potential. We provide a broad curriculum and the widest range of extra-curricular 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

Consultant's comments

The students I met were certainly testament to the success of these aims and philosophy. The theoretical aims translate well into practice.

Criteria
1 & 2

b) Please indicate copy of **Staff Handbook** (SH) enclosed Yes

c) If not within SH, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:

- | | |
|---|-----------|
| i. Policy for SEN/SpLD | see below |
| ii. Support for policy from Senior Management Team | see below |
| iii. Support for policy from governors | see below |
| iv. Admissions Policy/Selection Criteria | Enclosed |
| v. Identification and assessment | see below |

SENCo is on SMT and wrote SEN policy which describes identification and assessment and admissions alongside the Admissions Policy
SEN Policy Section 2.1 5.1.2 sets out the Governor support.

Consultant's comments

Policies provide clear aims and guidance. They are practical and useful documents.

Criterion 4

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

All classroom teachers undertake a Level 3 BDA course Practical Solutions

for Dyslexia Support within 3 years of starting their role. All teachers of English aim to complete the Level 7 Teaching and Learning of Pupils with Dyslexia, 1 year part time Master's course at Chester or Bangor Universities within three years of starting their role. There is an ongoing in-service training programme to update and provide information for all staff. All 1-1 specialist support teachers have ATS Level 7 qualification in either the teaching and learning or dyslexia or dyscalculia or are working towards it. SpLD teachers support mainstream teachers and work closely with them sharing good practice by observation and communication.

Consultant's comments

All staff observed and spoken to showed an impressive knowledge of dyslexia, dyspraxia and related difficulties. They are keen to carry on developing their knowledge and the school continues to seek the best courses for teachers' needs. Teachers appreciate the training and support provided by the Cadogan Centre staff. The multi-sensory nature of all lessons observed advantages all pupils, not solely those with specific difficulties.

- e) Number of statemented / EHCP pupils:

22 Statemented, 27 EHCP, pupils with CENA SEN support

Consultant's comments

Annual Reviews are carried out at around one a week, which is a heavy commitment. Despite this, Dr Favill has attended ARs for prospective pupils, which is something much appreciated by parents. AR forms differ widely from one LA to another, but each is dealt with carefully. LA attendance is often remote since Covid restrictions.

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only

- f) Types of statemented / EHCP needs accepted:

Pupils with any degree of specific learning difficulty or speech and language difficulty are accepted. We also accept pupils with mild to moderate ASC and ADHD.

We do not accept pupils where the prime difficulty is of a behavioural or social emotional and mental health difficulty.

We are mindful only to accept pupils for whom we have the expertise to support and develop and the impact of pupils upon others in the learning environment.

Consultant's comments

The majority of pupils with learning difficulties have dyslexia or dyslexia related difficulties. Careful assessment is carried out so that pupils' needs can be successfully catered for.

3. Identification and Assessment

Criterion 1
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:

The needs of individual pupils are assessed before admission and as part of the initial discussions with parents. A profile of each prospective pupil is created with as much information as possible including discussions with previous/current providers and copies of statements and other reports (Ed Psych) This profile is used to determine whether the school can provide for the individual pupil and meet the provision of the support programme required when admitted. Taster days/weeks and interviews with the prospective pupil is practised. See also school admissions policy attached

Consultant's comments

The care that is taken is appreciated by all concerned, parents included. Consideration is given to assessment needs, which are diminished, given the type of structured, inclusive and multi-sensory nature of teaching.

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

Pupils identified as SpLD during admission are placed on the Special Needs Register on entry to the school. Annual literacy and numeracy screening informs identification. All pupils are taught by experienced and highly qualified teachers in small groups and classes. Any pupils showing cause for concern are discussed daily in a staff briefing before school. Appropriate action is taken and further investigations undertaken along with discussions with parents.

Consultant's comments

The needs of each child are very carefully considered and decisions are made whether assessment or further assessment is needed, whether it is provided 'in-house' or by an outside agency. The same level of care is taken to ensure that appropriate access arrangements are in place.

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

On entry to the school, pupils undergo a battery of tests including literacy, numeracy and comprehension. Any concerns are highlighted and together with any other evidence the SENCo holds discussions with parents as the best way forward. Two AMBDA APC staff can do DAR for pupils. In-house SALT are available and regularly assess pupils for DLD and other SL difficulties. We have an on-site occupational therapist who is able to assess pupils for DCD. There is a bank of EPs, SLTs, OTs with whom we are in regular contact. Referrals for ASC/ADHD are made through the GP or private clinics such as AXIA or The Priory and are signposted.

Consultant's comments

There is a range of expertise available at St David's, with access to Speech and Language and Occupational Therapists as well as advice regarding assessments for medically based difficulties. The SALT and OT staff are also available to work with pupils and advise staff regarding best practice to support pupils.

4. Teaching and Learning

4. a) How is the week organised?

	09	10	11	12	13	14	15	16
M	8 English Mrs K R 09:00 - 10:00	SEN Mrs J Le 09:40 - 10:40 Cadogan	SEN Mrs S C 10:40 - 11:40 Cadogan	8 Maths Mrs J D 11:20 - 12:00 Cadogan	8 Scienc Mrs S V 12:00 - 12:40	8 PE Mr R W 13:40 - 14:20 Games	8 PE Mr A Ast 14:20 - 15:00 Games	8 Activities Unknown 15:20 - 16:30
		8 Spanish Mrs P R 09:40 - 10:40 Spanish	8 Art S Mr S Sc 10:40 - 11:40 Art					
T	8 Science P Mrs S Wareing 09:00 - 10:20		8 Welsh Ms G M 10:40 - 11:40 English	8 Music Mrs H C 11:20 - 12:00 Music C	8 English Mrs K F 12:00 - 12:40	8 Histor Mr O Da 13:40 - 14:20 Geograp	8 Comp Mr N Co 14:20 - 15:00	8 GSE S Miss J V 15:20 - 16:00
W	8 Games Mr R W 09:00 - 10:00 Games	8 Games Ms J Ka 09:40 - 10:40 Games	8 Art S Mr S Sc 10:40 - 11:40 Art	8 Music Mrs H C 11:20 - 12:00 Music C	8 Maths Mrs J D 12:00 - 12:40 Cadogan	8 English B Mrs K Russell 13:40 - 15:00	8 Activities Unknown 15:20 - 16:30	
T	8 IT S Ms C Pa 09:00 - 10:00 Informat	8 Spanish Mrs P R 09:40 - 10:40 Spanish	8 Scienc Mrs S W 10:40 - 11:40 Geograp	8 Geogr Mr M Rc 11:20 - 12:00 Geograp	8 Math Mrs J D 12:00 - 12:40 Cadogan	8 RE S Mr E Gr 13:40 - 14:20	SEN Mrs J Le 14:20 - 15:00 Cadogan	8 Games Mr R Williams 15:20 - 16:30 Games Pitch
						8 Perf Ar Mrs J Ap 14:20 - 15:00 Drama S		
F	8 DT S Mr S Jones 09:00 - 10:20 Design Technolog		8 Maths G Mrs J Dolder 10:40 - 12:00 Cadogan	8 Histor Mr O D 12:00 - 12:40 Geograp		8 English B Mrs K Russell 13:40 - 15:00	8 Activities Unknown 15:20 - 16:30	

Example timetable

Consultant's comments

Wednesday afternoons are on a rolling timetable. Saturdays are mainly devoted to sport and activities although study skills and examination preparation are available on Saturday mornings.

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

Pupils are taught in small classes or groups by teachers experienced and qualified in dealing with these needs. Work is differentiated, alternative means of recording are provided, including Microsoft Learning Tools Voice Dictate and Immersive Reader. Pupils are assessed at the beginning of the academic year for their skills touch typing, using voice dictate and handwriting in their English lessons. These data are used by English teachers and 1-1 staff to determine where individuals need support or focused use of assistive technology. Cross curricular targets for pupils needing support with recording of information are included on their Pupil Passports which are available to all staff via the School Management System Schoolbase. Pupils have an Individual Learning Plan (ILP) which is evaluated termly.

There is a strong support pastoral system headed by Sue Davies, Pastoral Lead. There is supervision of prep in the boarding house and the SENCO offers a double on a Wednesday pm for years 10 and 11 and Friday am for 6th formers for supervised prep/support.

Paired reading is led by 6th formers and the Outdoor Education department as part of their Duke of Edinburgh skills award. This takes place in the mini library in the prep school buildings.

As pupils progress through the school, they mostly develop individual learning strategies with help and guidance from staff and assistive technology.

Consultant's comments

Pupils were observed working collaboratively within lessons as well as independently within prep time (6th form). They are adept in the use of Microsoft Learning Tools and Dr Favill is working hard to establish guidance on the use of these programs in examinations (currently a grey area).

Use of IT is the norm at St David's and is accepted by pupils as such. Prep is actively supervised.

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- *Curriculum subjects*
 - *Literacy support*

Class sizes are small teachers strive to stimulate and challenge learners to achieve excellence through good working relationships. A multisensory approach to teaching based on good subject knowledge and innovation is key to pupil learning. Equality of opportunity is promoted through differentiation and adaptability to individual learning needs, so that pupils can access the curriculum of their choice. The core studies and Sulp programmes help equip pupils for learning and develop independence and self-confidence within and outside the classroom. Our Outdoor Education and general activities programmes provide further opportunities to develop self-esteem and confidence as well as having fun.

Consultant's comments

Lessons (both mainstream and learning support) were some of the most multi-sensory I have ever observed. I was invited to taste dehydrated ice-cream in a Year 6 lesson on Space and Nutrition (topics taught across the curriculum and this topic was 'Space') and see an edible jelly snake being used to teach the link between fractions, decimals and percentages in a Maths support lesson.

Interactive whiteboards were used to advantage, and pupils were fully engaged by what they watched. Matching games were used to develop discussion and knowledge in a superbly interactive lesson on literature and current affairs were involved on a Maths lesson that involved petrol prices, decimals and estimation as well as other mathematical concepts. Pupils took quick movement breaks and used IT without disrupting anyone and were seamlessly supported by teachers and each other.

A support lesson on inference and literal information was a great pleasure to attend, as was a lesson on phonic patterns. Pupil confidence and self-esteem were at the heart of the teacher/pupil relationships.

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

Targets are set and reviewed termly and sent out to parents. Pupils are involved in their target setting and one-page-profiles. ILPs are very much a working document, with all stakeholders involved and it is adapted for the pupil as the year progresses.

Please indicate **two examples** enclosed

Rec'd

Consultant's comments

ILPs are informative and useful documents where important information and advice are carefully documented. Key staff are named as well as recent testing information. Strengths as well as weaknesses are identified, and teaching strategies suggested. They are excellent examples of such documentation.

- e) Records and record keeping:

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

a measure of value added. This data is imported into the school Data management system SMID and pupils' progress towards their target can be tracked using assessment data throughout the year.

All records are kept in a school management system which enables teaching and pastoral staff to monitor progress throughout the year. Records are now entered electronically on the school pupil management system to enable easier access. Pupil's SAS scores for literacy and numeracy are stored in year group and individual files in Cadogan Share point.

Consultant's comments

The emphasis on effort as well as attainment is an important element of tracking and one which can be overlooked. It is, however, something that matters at St. David's College. Documents are detailed and carefully kept.

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

Detailed information of history and provision was given for the pupils whose documents were examined. As noted in (e) above, there is careful thought given to issues of anxiety as well as social and emotional needs and the pupil's views on these. Proposed Exam Access Arrangements are also included.

Attainment tracking is also included.

- Criterion 3 g) Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School	27 (Year 13) / 34 (Year 12) = Total 61	27 (Year 13) / 10 (Year 12) = Total 37	100	44%	NA	NA
SpLD Pupils Awaiting data	14 (Year 13) / 11 (Year 12) = Total 25	14 (Year 13) / 2 (Year 12) = Total 16	100	26.7	NA	NA

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	34	96.9	97	100	29	92	100
SpLD Pupils Awaiting data	19	100	89.5	100	24	88	100

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

Access arrangements are applied for as necessary, and the concessions awarded are published on Pupil Passports, so all staff are advised as to the support to be given to ensure custom and practice in the classroom

Consultant's comments

Pupils normally take 3 A Levels (or BTECs) and in 2021 51% of those were at grades A*/A (including BTEC results). LAMBDA, Music and CAD (City and

Guilds) examinations are also taken.

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

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

The Cadogan Centre support staff has a wide variety of teaching resources available in the department and caters for the individual needs of each pupil. The department shares good practice on a regular basis at weekly Cadogan Department meetings, to support team building and participate in up-to-date resources and training. Cadogan TEAM/SharePoint is a central resource area and staff share multisensory teaching resources stored in Cadogan main building.

Consultant's comments

A wide range of resources was observed in use, although perhaps the most valuable is the knowledge and care provided by the Centre's teachers, which was exemplary.

Criterion 5.2 b) ICT:

All teachers have a laptop and Microsoft 365 license with Learning Tools Add On. Every pupil is encouraged to own their own laptop with the same software/licenses. All pupils are fluent with using Microsoft Teams and OneNote, Office and Outlook. All pupils, regardless of SEN are introduced to Learning Tools giving them the option to become familiar with dictation software and immersive reader.

Pupils are supported with the cross curricular IT skills in their ICT lessons and during 1-1 specialist support lessons.

Staff are encouraged to make teaching materials available electronically whenever possible. All members of staff have been trained to use Microsoft 365 by a Microsoft Consultant.

Consultant's comments

It is perhaps the emphasis on IT (present for several years) that allowed the move to remote teaching (for some) during school lockdowns to be so apparently seamless to parents; a great deal of preparation was needed and was successfully achieved.

Use of IT is liberating for many of the pupils at St David's and is likely to make the transition to university or employment successful.

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

All pupils are assessed for access arrangements during year 9. However, all pupils are monitored, and their performances tracked and if necessary, special arrangements are put into place in internal tests and external tests throughout the school when possible. Pupils may be given the opportunity to complete assessments with their 1-1 teacher if they need a human reader or scribe or need to work in a separate room due to anxiety or focus and concentration difficulties.

Consultant's comments

There is a move to have all EAA documentation kept digitally although year 12 and 13 documents are still paper based. Both systems were observed. Very careful thought is given to each pupil's needs and Dr Favill shows great determination to ensure that every pupil needing reasonable adjustments is able to have them and use them effectively.

Criterion 5.4 d) Library:

The school does not have a central library; individual departments have

suitable specialist subject related books. Reading books with differing reading ages are available to the pupils in the Cadogan Centre Library. Every department has access to PDFs and immersive reader for digital books and the library is far larger than any physical school library could be.

Consultant's comments

The system works well. The small library in the Cadogan Centre is up to-date and appealing.

6. Details of Learning Support Provision

SPS 6.2 6. a) Role of the Learning Support Department within the school:

The SEN provision is an aspect of the school and is built into the curriculum, as are the Social Use of Language Programme for all years and paired reading for years 5-9. Each academic department has a link support staff member in Cadogan who they disseminate resources to and request advice or support from for specific pupils.

Consultant's comments

SEN provision was observed in use in every lesson-mainstream or otherwise. It is part and parcel of what St. David's is and is not something separate.

b) Organisation of the Learning Centre or equivalent:

There are 15 Specialist support teachers working in Cadogan offering 1-1 specialist support lesson, and 1 SALT Gill Benson and 2 OTs Louise Taylor and Vicki Sutcliffe.

Faye Favill Head of Cadogan and SENCO. Three deputy SENCOS:- Caroline Underwood KS4 Coordinator, Testing and Assessor (APC) and in charge of staffing, Gwen Harris (APC) KS5 co-ordinator and in charge of departmental resource sharing, weekly meeting, appraisals and Sulp and Danielle Peevor (APC) Testing and Assessor. We have coordinators for:- EAL, Debbie Maughan Rodriguez; Maths, Neil Dickson and Literacy/Dyslexia Lucy Hay.

All Cadogan teachers are qualified teachers with or working towards ATS. We do not have Teaching Assistants.

Every mainstream Head of Department has a link teacher in Cadogan with whom they share Schemes of Work and resources etc.

Pupils are withdrawn from mainstream lessons for their specialist support lessons which are either literacy, cross curricular support, maths, or therapy. They are not withdrawn from English, Maths or Science and the subject from which they are withdrawn is rotated as often as possible e.g. every term.

Consultant's comments

The Centre has a range of small rooms for 1-1 teaching and some larger rooms that could accommodate pairs or small groups. Therapy rooms and an EAL room are linked to the Cadogan Centre, as is the 6th form study centre. This makes for easy collaboration.

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

Yes

Consultant's comments

Faye Favill is proactive in moving forward the organisation of support for learning within the department and in the curriculum as a whole. She is currently involved in ensuring that mainstream teachers can access the best course possible for their needs.

d) Supporting documentation, please indicate enclosed:

- | | | |
|------|---|------------------------------|
| i. | SEN Development Plan (or equivalent) enclosed | ☐ Yes |
| ii. | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | ☐ Yes |
| 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:

Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.

All Cadogan teachers are qualified teachers with or working towards ATS. We do not have Teaching Assistants. There are 15 of them. Four have APC and I am working towards it.

Consultant's comments

Teachers in the LS Department are well qualified and clearly share their expertise with mainstream or other staff who are involved in continued professional development.

SPS 7.3

b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)

Yes, or they are working towards it.

Details of staff qualifications were provided at the time of application; names and specifics are not published to protect the identity of individuals.

All pupils with SEN have access to being taught by their 1-1 teacher with ATS through Cadogan.

An example of our most recent whole school training was from Anslem Burke from the BDA. All teaching staff attended. Our CPD programme has included talks/interactive sessions with Neil McKay, Judy Hornigold, Lynda Hine and SLTs Sarah Hill in the last 2.5 years.

During COVID we placed more emphasis on CPD of Assistive Technology such as Learning Tools Immersive Reader and accessibility of lessons in TEAMS – pupils using more videos, voice feedback, FlipGrid, whiteboard, ebooks etc.

See SEN development plan for CPD details.

All teachers must complete a Level 3 PATOSS qualification within three years of starting their role.

Consultant's comments

Even very well SEN qualified mainstream staff are keen to continue their learning; liaison with other CReSTeD schools (probably remotely) was suggested in the meeting with mainstream teachers and is likely to be valuable to all concerned.

- 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?

Fully and absolutely. It was refreshing to see freedom of movement for pupils during lessons and to observe how much they were engaged by and enjoying learning.

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:

Six parents were contacted and all were delighted by the personal as well as academic progress their children were making.

One parent noted that her son, who was immediately placed in bottom sets when he first went to his local comprehensive school because of his spelling and reading, has now been able to apply to Oxbridge. He also won his House Reading Competition last year and was about to take part again. She noted that it was often the relationship with teachers that promotes progress and enhances confidence, "they remove the barrier- let you see yourself as a whole person- there are challenges but they're not going to hold you back." Another parent, whose son suffered from anxiety, commented "St David's prepare him so that he doesn't panic (in exams)- it's the revision and study skills support- they are absolutely brilliant with him- can't fault their support team." She also said "During lockdown, he had a full (taught) timetable, including PE and assemblies. It was put in place immediately. He coped with lessons brilliantly- even violin lessons. Over the moon- best decision we ever made."

Another emphasised the importance of the "emotional support, not only academic but friendship issues are tackled by support or conflict management. When she struggled with online teaching, school said 'She should be in school.' So she was. She's very happy there".

Opinions such as these were expressed by every parent I spoke to. One parent, whose son had a history of school refusal, loves St David's, and is happy there as a boarder and as a pupil.

Their children's happiness was mentioned by all parents.

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

Six pupils came to meet me: they were a range of boys, girls, boarders and day students and were from year 7 -13. I also spoke to some pupils in the classes I visited.

They were thoughtful and articulate. Comments made included: (St David's) has "massively boosted my confidence- I can go out of my confidence zone-I can read to an audience-there's an open-door policy- a sense of rapport with teachers- small classes mean that you need to go to the lesson prepared. You need to be ready for questions."

"Great support from teachers in the classroom, they know what you need."

"It's friendly; the lessons are great- everyone else is ready to engage" (A year 7 pupil).

A year 9 boy put his feelings succinctly, "Good school, good support, good friends." All pupils preferred St D's to other schools they had attended and all would recommend it to others. A Year 9 girl summed up their feelings, "I like it here; I like boarding. It's a comfortable environment for learning here." Who could better that?

Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	☒
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	☒
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	☒
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	☒
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	☒
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	☒
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	☒
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	☒
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	☒

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	☒
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	☒
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	☒
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion	☒

Report Summary

Summary of Report including whether acceptance is recommended:

Acceptance is fully recommended. St David's College not only supports pupils with difficulties but challenges them to overcome them, so that achievement really can exceed expectation. The sporting and outdoor activities also enable many pupils to shine in areas that were perhaps not previously seen as valuable, and for others to gain confidence by overcoming physical challenges or attempting something new.

The situation of the College is quite remote but provides possibilities for the outdoor activities that become important to many. Drama and music also provide many with new opportunities and some with the chance to extend their talents and challenge themselves to go further.

Pupils are polite and enthusiastic about their teachers, their learning, and their friends. The level of support they give each other is unusually high and a great pleasure to observe.

The CReSTeD Council approved re-registration and a change of category from Specialist Provision School (SPS) to a Dyslexia Specialist Provision School (DSP Category) at a meeting held on the 28th March 2022