

SEN information report: St David's College, Llandudno

Independent Boarding School, specialists in Dyslexia

St David's College,
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Head: Mr Andrew Russell BSc, PGCE, CCM (SpLD)

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

Name of School/College:	St David's College
Name of person completing the form:	Dr Faye Favill
Qualifications:	PhDBSc. (Hons) Genetics, PGCE PG.Cert. Dyslexia, NASEN
Experience:	5 years specialist support teacher of dyslexic pupils
Current job title:	SENCo
Details of the School/College	Mainstream school, specialism in dyslexia
Number of places (PAN capacity and NOR)	260
Age range of children/young people	9 to 19
How many children/young people have special educational needs (Statutory and SEN support)?	161
How many have statements of special educational needs/EHC Plans?	42
Average size of classes and other teaching groups	12
Average size of any nurture/intervention group(s) in place	1 to 2
Specialism and expertise of the school/college	Dyslexia
Does the school/college teach the full National Curriculum?	Yes

What types of Statemented / EHCP are accepted and provided for?

After careful consideration of paperwork and discussions with the parents, pupils and relevant LA, the school will accept pupils that will benefit from the support we offer, whom we can provide the opportunity to develop as individuals as well as considering the impact upon the learning of others. Statements and EHCPs for Dyslexia, Dyspraxia, ADHD, mild to moderate ASD, S&L difficulties are accepted, although it is increasingly rare that we find a pupil with an individual condition.

We do not accept pupils where the prime difficulty is of a behavioural nature. 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 educators and copies of any relevant documentation. This profile is used to determine whether the school can provide for the individual pupil and meet the provision of the support programme required if admitted. Taster days/weeks and interviews with prospective pupils is standard practice.

School roll 260 pupils: 25 Statemented pupils, 17 EHCP pupils, 4 SENA/CEA pupils, IDP 0 pupils, SA+ 87 pupils, SA 20 pupils, 62% pupils on the SEN register.

97 Dyslexia, 26 ASC, 28 ADHD, 7 ADD, 10 Dyscalculia, 28 Dyspraxia, 8 Visual Stress, 52 Speech and Language Difficulties (S&L).

How do we identify and assess pupils with SEN?

Pupils identified as SpLD during admission are placed on the SEN register on entry to the school. 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. Any appropriate action is taken, and further investigations undertaken along with discussions with parents. There is a graduated response.

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 discussed with parents and next steps signposted. S&L and Occupational

	<p>Health therapists are available on site to advise the SENCo.</p> <p>Parents are directed to the Miles Dyslexia Centre Bangor for further assessment if required or to an appropriate health professional such as an Educational Psychologist, ASD assessor OT or SALT.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Dr Faye Favill, Head of Cadogan, SENCo. Member of the Senior Management Team. Qualifications: Ph.D, BSc (HONS), PGCE, PG Cert Dyslexia, NASEN. Tel: 01492 8688831 Email: ffavill@stdavidscollege.co.uk</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>The aim of the school is the development of the whole person (girls and boys aged 9 to19) 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>

How do we adapt the curriculum and learning environment?

The SEN provision is an integral aspect of the school and is built into the curriculum. We have CReSTeD registration.

SpLD Specialist Support Teachers create holistic Pupil Passports for all SEN pupils providing all teaching and pastoral staff with essential information on the SEN, difficulties, preferred learning styles as well as cross curricular targets.

Specialist support teachers work closely with the curriculum staff and share good practice by observation and communication. All staff have a good awareness of the pupils with additional needs.

Class sizes are small, average 12 pupils, and consequently there are low auditory distractions. Teachers are experienced and have Masters level qualifications in dealing with SpLD needs. Work is differentiated promoting equality of opportunity and alternative means of recording information are provided through the use of assistive technology as described above.

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. 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.

Pupils strengths are encouraged through our More Able and Talented Register and determination to achieve the National Association for Able Children in Education Challenge.

Our curriculum is designed to cater for the many strengths of pupils with SpLD. Examples are our Design Technology (including CAD) and numerous Art (photography, graphics, textiles, 3D Art)

	<p>courses at GCSE and A Level.</p> <p>We provide staff input, supervision and prep work. In the 5pm - 5:30pm slot there is paired reading for years 5-9 on Monday, Tuesday and Thursday evenings. 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>
Assistive Technology	<p>Assistive technology and associated software is used to support all SpLD pupils.</p> <p>This includes individual and small group training in Microsoft 365 software with access in all lessons, training and access to Microsoft Learning Tools for voice to text and text to voice software.</p> <p>School Reading Pens are available in English lessons.</p> <p>RNIB PDFs textbooks: 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 Adobe Acrobat reader.</p> <p>All staff, through their Master's level qualifications, are aware of the working memory deficit of 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.</p> <p>Pupils are encouraged to complete one of two courses to develop their touch-typing skills. From January 2019 all pupils will have their own laptop with Windows 10 and Microsoft Office 365. Pupils are encouraged to use the software Quizlet to remember key words in specialist support lessons.</p>

Access Arrangements	<p>These are applied for as necessary, based on evidence supplied by teachers. 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>All pupils are assessed for access arrangements at the end of year 9. All pupils are monitored, their performances tracked and if necessary, special arrangements are put in place in internal tests and external tests lower down the school.</p>
Specialist support teaching	<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>Specialists teachers support with a varying number of 40-minute lessons per week to support literacy, cross curriculum organisation and mentoring. St David's College encourage pupils to expand their learning methods e.g. mind mapping and self-reflecting to become more independent learners.</p> <p>Specialist support teachers will further break down assignments and tasks set by the main stream 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>Dyslexia support specialist teachers work with pupils on their literacy, working memory and organization skills.</p> <p>Literacy strategies include phonics programs: Alpha to Omega and 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 use a laptop to complete work and share information.</p>

	<p>Working Memory Strategies: Using a phone for reminders, mind mapping, repetition, chunking, over learning (Quizlet), checklists, multi-sensory approach to remembering exam facts.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Extracurricular activities programme runs from 3:40pm-5pm Monday to Friday. Activities have an incredible depth of range from cooking to rock climbing. All pupils participate in the programme.</p> <p>Outdoor Education: 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 games lessons which are differentiated as required.</p> <p>All pupils can partake in the Duke of Edinburgh Award Scheme.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents have regular communication with Specialist support staff and mainstream staff.</p> <p>At beginning of every term an ILP with a minimum of three targets is developed between the pupil and their specialist support teacher. Targets are also chosen using reports provided by education professionals, teachers and parents.</p> <p>The ILP is shared with parents and is evaluated every term.</p> <p>Parents have access to specialist support teachers through weekly phone calls or email communication if they so wish, and parent meetings and reports happen every term.</p> <p>Parents are invited to provide information for annual reviews 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 WRAT/WIAT on entry into the school and they participate in ten-minute writing tests – freehand, dictation and typing. Results are recorded and shared with Specialist support teachers and mainstream staff. Subsequently pupils on the SEN register are tested annually.

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 time of need. 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.

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 school reports and other reports from outside agencies to create Suitable Measurable Achievable Realistic Targets for ILPs. A minimum of three are in place at any one time.

ILP targets are chosen by specialist support teachers with pupil input. 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.

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.

	<p>All records are kept in a School management system which enables teachers and pastoral staff to monitor progress throughout the year. Records are now entered electronically on the school pupil management system to enable easier access.</p>
<p>How do we support pupils preparing for adulthood and improve their emotional and social development?</p>	<p>As pupils' progress through the school, we hope that many will develop individual learning strategies with the assistance of available technology.</p> <p>Core Studies and Social Use of Language Programme helps equip pupils for learning and develop independence and self-confidence within and outside the classroom.</p> <p>The Outdoor Education Programme and general extracurricular activities provide further opportunities to develop self-esteem and confidence, as well as having fun.</p> <p>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.</p> <p>Medical: 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.</p> <p>Cognitive Behavioural Therapists work on site providing counselling sessions for pupils. Mentoring, Speech and Language Therapy and Occupational Therapy are available on site.</p> <p>Careers advice is available from year 9 upwards.</p>

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

All classroom teachers undertake a Post Graduate qualification in the Teaching and Learning of Pupils with SpLD with Bangor University or Chester University or the BDA via e-learning – achieving a level 5 qualification. English and Specialist support teachers have level 7 qualifications for PGCert in Teaching 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, Dyslexia Action), Dyspraxia, Dyscalculia (Juke Hornigold), Speech and Language Difficulties (Rebecca Shanks and Gillian Benson) and ASD (Gillian Benson, Rebecca Hamilton and Caroline Hearst).

On site Speech and Language Therapist (Gillian Benson) provides Individual Communication Plans for all staff for our pupils with Speech and Language difficulties and ASD.

On site Occupational Therapist works with individuals and communicate best practice to all staff for support with pupil's difficulties.

How will we secure specialist expertise?	Appropriate advertisements for staff, continuous CPD of new and current staff. Appraisals, observations, a culture of self-reflective teaching.
How will we secure equipment and facilities to support pupils with SEN?	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 SEN and supporting their families?	<p>St David's College has close links with schools throughout the UK and hosts an SEN conference annually. This helps staff to share best practice.</p> <p>The PTA allows families of our pupils with SEN to meet and offer support to one another.</p>
How do we evaluate the effectiveness of our SEN provision?	<p>We evaluate the effectiveness of our SEN 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.</p>
Who can young people and parents contact if they have concerns?	Safeguarding officers are Mr Steve Delany, Deputy Head and Mrs Sue Davies, Head of Boarding.

Week structure

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