



**Council for the Registration of Schools Teaching Dyslexic Pupils**

**St David's College  
Registration - Category SPS**

Date of visit:	25 September 2014
Name of Consultant(s):	R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>St David's College</b> Llandudno Conwy LL30 1RD Wales Tel: 01492 875974 Fax: 01492 870383 Email: <a href="mailto:hmsec@stdavidscollege.co.uk">hmsec@stdavidscollege.co.uk</a> Web: <a href="http://www.stdavidscollege.co.uk">www.stdavidscollege.co.uk</a>	Rural	171 boys	Dysc Dysl Dysp ADD ADHD ASD SALT	SoH
	Ind Bdg Day	68 girls  Ages: 9-19		GCSE GCE: AS/A2 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.

*Please note:*

- *Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

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*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

<b>School Details</b>			
Name of school:	St David's College		
Address of school:	St David's College Gloddaeth Hall Llandudno Conwy North Wales LL30 1RD		
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<b>Name and qualifications of Head/Principal, with title used:</b>	
Name:	Mr Stuart Hay
Title (e.g. Principal):	Headmaster
Qualifications:	BEng PGCE
Awarding body:	Bath University
<b>Consultant's comments</b>	
Mr Hay strongly supports Ann Griffith's work. His priority is the progress and happiness of his current students rather than increasing their number.	

<b>Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:</b>	
Name:	Ann Griffiths
Title (e.g. SENCO):	SENCo
Telephone number if different from above:	
Qualifications:	MEd Cert Ed AMBDA
<b>Consultant's comments</b>	
Ann Griffiths is well qualified and respected. The influence of Mrs Griffiths and her team has an important place in the way that pupils at St David's learn and are taught.	



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

## 1. Background and General Information

1. a) Dep't of Education Registration No.: 6626017

Numbers, sex and age of pupils:		Total	SpLD and assoc diff	Accepted age range
Day:	Boys:	79	39	9-19
	Girls:	43	15	9-19
Boarding:	Boys:	92	77	9-19
	Girls:	25	15	9-19
Overall total:		239	146	

### Consultant's comments

The school is large enough to enable a full range of activities and academic opportunities but small enough for staff and students to know each other. The sense of being a 'family' is strong.

c) Class sizes – mainstream: 8.5 average

### Consultant's comments

The majority of classes observed contained around 8 students. One 'large' group was 12, but St David's goes out of its way to ensure that students are able to study their chosen subjects, even if that means that they are taught 1-1. The student rather than the timetable comes first.

d) Class sizes – learning support: 1:1 or small groups (6 or less) for SULP and RTL

### Consultant's comments

The trust and rapport that is built within these lessons is an important factor in students' progress.

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

Pastoral care is a strength of St David's, and Estyn monitor arrangements every year. Students know who the Child Protection Officer is and felt themselves well supported. Behaviour is tracked to look for trends and identify problems.

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

### Consultant's comments

Independent Schools only



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

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).
- ii. Recent Inspection reports
- iii. Details of Fees and compulsory extras for SpLD pupils (if applicable)

Information  
Provided

**Consultant's comments**

Policies and handbooks are comprehensive and clear. They are working documents and the SEN policies and sections are exceptionally useful. Guidance given to mainstream staff is full and valuable; for example, advice on how to calculate the readability of a text is given. The whole school policy on literacy contains practical guidelines that were observed to be in use. The website is easy to use and gives a flavour of the school, as does the prospectus.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

## 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 service in Chapel that was attended gave clear evidence of the above. The words of hymns, readings and prayers were given on screen rather than on paper, as was the text for the day. Potentially difficult words were explained (diversification) and related to current topics.*

*Students spoke confidently and sometimes courageously about a visit they had made to Uganda, where St David's has links, and throughout the day were seen to feel confident enough to express their opinions in lessons and to ask for help or further explanations.*

*In addition to this, the huge range of outdoor activities allows students to shine in areas outside of the academic.*

Criteria  
1 & 2

b) Please indicate copy of Staff Handbook

Information  
Provided

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

i. Policy for SEN/SpLD

ii. Support for policy from Senior Management Team

iii. Support for policy from governors

Information  
Provided

iv. Admissions Policy/Selection Criteria

v. Identification and assessment

*Consultant's comments*

*The impact of the SEN department can be seen throughout all of the above documents.*



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

Criterion 4

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

All classroom teachers undertake a Certificate in Classroom Management of pupils with SpLD in collaboration with Bangor University (2 year part time course) and there is an ongoing in service training programme to update and provide new information for all staff.

All 1:1 literacy and English curriculum staff have to complete the Bangor University part time Masters module "Teaching of Dyslexic Pupils"

SpLD 1:1 support teachers work closely with the subject staff and share good practice by observation and communication.

Newly developed IEPs are holistic and provide essential background information for all staff as well as cross-curricular targets.

Pupil's strengths are also encouraged through our More Able and Talented Register – St David's is a member of NACE.

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) courses at GCSE and A level.

The modern technology and software is used to support SpLD pupils and access arrangements are used for internal and external examinations.

**Consultant's comments**

The course on classroom management (for students with specific difficulties) that all teachers complete is instrumental in the whole school understanding of teaching and learning for such students. A number of teachers take this course on to diploma level and that too ensures a high level of engagement between teacher and pupil. The Master's module undertaken by SEN and English staff is further evidence of the staff and the school's commitment to excellence.

- e) Number of statemented pupils: 46

**Consultant's comments**

Changes to SEN legislation have made the paperwork for such a large number of annual reviews even more onerous but they are being dealt with efficiently and thoroughly.

Independent Schools only

- f) Types of statemented needs accepted:

After careful consideration of paperwork and discussions with the parents, pupils and the LEA, the school will accept pupils with profiles that fit with the kinds of support we offer, whom we can provide the opportunity to develop as individuals and with consideration for the impact upon others in the learning situation. Statements for Dyslexia, Dyspraxia, ADHD, Asperger's syndrome, S&L difficulties are accepted, although increasingly rarely found in a pupil as a single condition. We do not accept pupils where the prime difficulty is of a behavioural nature.

**Consultant's comments**

The small class sizes and individual attention throughout the school allow students with complex needs to progress well. They also allow those without particular needs to reach their potential.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

### 3. Identification and Assessment

Criterion 1  
DSP &  
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 and interviews with the prospective pupil is practised.

#### Consultant's comments

Care is taken to ensure that students who attend St David's are able to benefit from the support that is on offer. The admissions process is thorough.

- 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. All pupils are taught by experienced and highly qualified teachers in small groups and classes. Any pupils showing cause for concern are discussed on a daily basis in a staff briefing before school. Appropriate action is taken and further investigations undertaken along with discussions with parents.

#### Consultant's comments

The level of expertise throughout the school, as well as the individual nature of care students receive would make sure that any difficulties were identified.

- 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. A SALT is available on a weekly basis and an OT is available on a monthly basis to advise SENCo. Parents are directed to the Miles Dyslexia Centre Bangor for further assessment if required.

#### Consultant's comments

The occupational therapist is currently visiting school on a weekly basis and an exercise programme takes place before lessons every day.

Advice from the speech and language advisor who also comes into school on a weekly basis is a valuable resource to teachers as well as students. Links with Bangor have been in place since St David's inception.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

#### 4. Teaching and Learning

4. a) How is the week organised?

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 1	Lesson 1
10:00 - 10:40	Lesson 2	Lesson 2	Lesson 2
10:40 - 11:10	Break + Tuck Shop (1 <sup>st</sup> - 3 <sup>rd</sup> Form squash and biscuits)		
11:10 - 11:50	Lesson 3	Lesson 3	Lesson 3
11:50 - 12:30	Lesson 4	Lesson 4	Lesson 4
12:30 - 13:10	Lunch	Lesson 5	Lesson 5
13:10 - 13:50	Lesson 5	Lunch	Lunch
13:50 - 14:30	Lesson 6	Lesson 6	Games and Activities
14:30 - 15:10	Lesson 7	Lesson 7	
15:10 - 15:40	Afternoon Tea	Afternoon	
15:40 - 16:20	Lesson 8	Lesson 8	
16:20 - 17:00	Lesson 9	Lesson 9	
17:00 - 17:40	Supervised Prep (Boarders)	Optional Prep	
17:45 - 18:30	Supper	Supper	
18:45 - 19:45	Quiet Tim (Activities for Year 6-8) followed by free time, down to lights out		

##### Consultant's comments

A great many extra activities are fitted into this timetable, from paired reading to practise on voice-to-text and text-to-voice programs. Lessons observed were lively and activities were varied. Students were engaged and able to concentrate.

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 PC and Dragon and other speech activated software/readers. Pupils can be assessed for the suitability of ICT support software by a member of the Cadogan staff. Pupils have a cross-curricular IEP which is evaluated twice yearly and there is a strong pastoral support system.

We provide staff input and supervision of prep work. The 5:00 – 5:40pm slot is Paired Reading and also often used for homework with pupils in classrooms and teachers overseeing their work. As they progress through the school we hope that many pupils will develop individual learning strategies with help and guidance from staff and with assistance from some of the available technology. '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 if possible.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

Support is also given by duty staff in the boarding houses in the evenings. Staff also have a wealth of experience and understanding of dealing with pupils with Specific Learning Difficulties.

Consultant's comments

It was clear that staff were prepared to give up their time to support their students in whatever way they could, whether that involved reinforcing difficult topics, teaching a student on a 1-1 basis because his A Level Physics course could not be fitted into the timetable or finding a teacher for a subject a student wanted to study. The level of commitment is high.

Criterion 3 & 4

- 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 multi-sensory 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 RTL, Thinking Skills and SULP programmes help to 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 observed were varied and lively. A Maths lesson had a student wanting to do 'more please', and related the maths being studied to real situations (including the teacher's electricity bill!). The teacher explained that he is able to record students working through calculations and send the recordings to parents to show progress. An innovative use of technology that parents must appreciate.

An English lesson had students thinking deeply about ideas and social changes and a Physics lesson forced students to think about concepts in an unusual and practical way.

These were inspirational lessons and the CReSTeD visitor was reluctant to leave them.

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

IEPs are produced twice a year and are implemented and evaluated by all subject staff and are circulated to the parents who are asked to comment/contribute to targets set. Pupils are encouraged to be proactive in choosing targets. New IEPs from Sep 13 provide a holistic document with a range of cross-curricular and specific needs information, including identification as More Able and Talented.

Please indicate two examples provided

Information Provided

Consultant's comments

The IEPs manage to be useful to mainstream staff as well as being working documents. This is a difficult balance to achieve.

- e) Records and record keeping:



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

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.

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.

**Consultant's comments**

Record keeping is comprehensive and effective. SEN information is currently being fed into the system that will make it easier for staff to access detailed assessment information.

Criterion 3

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

Useful information and teaching techniques were provided.

Criterion 3

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

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	32	28	98.10	518	186
SpLD Pupils	25	21	96.15	425	153

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	28	78.8	75.0	100
SpLD Pupils	22	73.1	70.84	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 IEPs so all staff are advised as to the support to be given to ensure custom and practice in the classroom.

**Consultant's comments**

Results overall are good, but value added results for students with specific difficulties are particularly good.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

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

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

The Cadogan 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 and invests in up to date resources and training.

### Consultant's comments

*A wide range of resources was observed.*

Criterion 5.2 b) ICT:

All of the teaching rooms in Cadogan / Solar now have laptops or work stations. There are 24 individual laptops, 208 desktops in school, 15 data projectors, 10 white boards.

Up to date specialist support software (Dragon, Texthelp Read & Write Gold v 9/10) is installed on the network so that pupils can access it on all school computers. In addition a Home and School Licence enables the school to install the software cheaply on pupils' own laptops as necessary. Pupils are taught to use the key features of Dragon, Read & Write Gold, e.g. text to speech, in their lower school ICT lessons. Staff are encouraged to make teaching materials available electronically whenever possible.

All members of the Support staff have been trained to teach using Dragon and Read & Write Gold, so more advanced features of the software can be learnt and practised in the individual support lessons. All staff in the support department have computers and are encouraged to use them in their lessons to advance word processing skills and confidence in ICT with their pupils.

### Consultant's comments

*Very effective use is being made of ICT within the department and the school. St David's has a local contract with an ICT firm and this means that any problems can be sorted out quickly and appropriate programs can be loaded efficiently.*

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

All pupils are assessed for access arrangements at the end of 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 such as LNF lower down the school.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

Consultant's comments

Careful thought to providing the most appropriate access arrangements is given. Text-to-voice (Read and Write Gold) was trialled last year and 'Dragon Dictate' is being used successfully by several students (mainly at 6<sup>th</sup> form level but it is being rolled out lower down the school). There is an understanding that such programs need training and cannot simply be handed out to students.

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. Talking books are used and each subject department has its own stock of books. The school has a subscription to 'Listening Books', which are available via the internet.

Consultant's comments

The Cadogan Centre library is small but useful. Teaching rooms have appropriate books too.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

## 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 SULP programme for all years, the Thinking Skills and Ready to Learn Programme in years 6-8 and the Paired Reading for years 5-9. Mentoring OT and S&L are also available. Careers advice is available from Y9 upwards.

### Consultant's comments

The SEN department is central to the success of teaching and learning at St David's, where techniques that work well for dyslexic students are enjoyed by all.

b) Organisation of the Learning Centre or equivalent:

The 2 main areas for pupil support are the Cadogan Centre (literacy and cross-curricular support) and the Solar Rooms (Maths support), although some 1:1 staff have rooms in other areas.

### Consultant's comments

Lessons are efficiently organised and although some rooms are small, this is not a problem as most lessons are 1-1. The teachers in the centre (19) work as a team and share ideas and best practice.

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

The SENCO is a member of the SMT and has every opportunity to influence curriculum design, delivery and organisation and ensure that the needs of the pupils with specific needs are catered for from the earliest stage.

### Consultant's comments

This was confirmed to be the case.

d) Supporting documentation

- |       |   |                      |
|-------|---|----------------------|
| vi.   | SEN Development Plan (or equivalent)  |                      |
| vii.  | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | Information Provided |
| viii. | List of known SpLD pupils in school   |                      |



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

## 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.

### Consultant's comments

Teachers are extremely well qualified and experienced. They also have access to useful advice from outside sources.

DSP/SPS  
7.3

b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

All classroom teachers undertake a Certificate in the Classroom Management of Dyslexic Pupils in collaboration with Bangor University, which is a 2 year part-time course. This also includes classroom management of other specific needs. In addition, pupils with specific needs receive 1:1 lessons with specialist teachers who have the Bangor Dyslexia Module.

### Consultant's comments

Connections with Bangor University are a great advantage.

MS Only

f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):

Regular INSET (at least termly) is given to all staff (eg Supportive Classroom  
- Strategies for supporting pupils with SpLD Jan 14, Irlens Jun 14, IEPs Sep13. Regular briefings to staff on individual cases/needs.

### Consultant's comments

SEN departmental staff as well as mainstream staff are up to date with changes in educational needs and are knowledgeable in their implementation of changes.

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?

Yes.



*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

## **8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils**

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. All were delighted with St David's and with the progress made and increased confidence shown by their children.

One parent commented on how sending her child there had changed their lives; that she looks forward to going to school after the holidays, whereas she previously would have needed to be 'dragged crying out of bed'. She also felt that St David's supported the family well and that she is always welcome to contact teachers: 'They will listen to you.'

Other parents mentioned the difference between St David's and previous schools their children had attended. One had been unhappy at six schools before he went to St David's, to which he is happy to go back, 'He wants to be somewhere where he's not made to feel stupid'. Another parent commented that she had 'horrendous problems with his previous school... St David's was the best thing we ever did for him. They've supported me well too. He's in a safe place now.'

All parents commented on how their children's confidence had grown, 'I can't believe the difference in him... it's very much a family'.

'They called me before he went there so that I knew everything was in place'  
Fabulous school'

'Nothing is too much trouble for them.'

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

A group of 8 students was interviewed. Some had been there for several years whilst some had arrived only three weeks previously.

All were appreciative of the support they received throughout the school and those who had recently been to other schools were particularly vocal in their praise, 'No-one here makes horrible comments. People here are helpful- you can ask for help with anything'.

One sixth former said, 'It's incredible; there's a weird dynamism here in the relationship with teachers... the teachers actually care.'

In fact the word most frequently used about teachers was 'caring', and a very articulate sixth form girl commented 'For a dyslexic child, school can be painful. Here it's not about what you can't do, it's what you can do'.

There can be no better recommendation.

# 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.

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	<input checked="" type="checkbox"/>
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>
5. In Addition:	<input checked="" type="checkbox"/>
5.1 Resources for learning appropriate to the level of need.	<input checked="" type="checkbox"/>
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	<input checked="" type="checkbox"/>
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <a href="#">Joint Council for Qualifications guidelines</a> .	<input checked="" type="checkbox"/>
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	<input checked="" type="checkbox"/>
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	<input checked="" type="checkbox"/>

Criteria	SPS
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	<input checked="" type="checkbox"/>
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	<input checked="" type="checkbox"/>
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	<input checked="" type="checkbox"/>
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>

# Report Summary

Summary of Report including whether acceptance is recommended:

Acceptance is wholeheartedly recommended.

One of the aspects of St David's that has not been touched on in this report is the huge opportunity for extra-curricular activities. These often give students whose strengths do not lie in academia the chance to shine and grow in confidence and self-esteem.

Academic progress is also, however, fully supported, as are students and their families. There is a feeling that each student at St David's is valued for his or her own talents and is not judged by what is found difficult.

The SEN department works very hard to make sure that everything they do is up to date and the work that they do is appreciated across the board.