



Council for the Registration of Schools Teaching Dyslexic Pupils

Ysgol Aberconwy

Registration– Category MS

1. *Date of visit:* ,27/11/13
 2. *Name of Consultant(s):* R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Ysgol Aberconwy Morfa Drive, Conwy, LL32 8ED Tel: 01492 593243 Fax: 01492 592537 Email: lynn.taylor@aberconwy.conwy.sch.uk Web: www.aberconwy.conwy.sch.uk	Coastal town	439 boys 365 girls	Dysl Dysp ADD P&S SALT MAT	
	LA Day	Ages: 11:18		GCSE GCE: AS/A2 BTEC C&G
Comments: Integrated whole-school approach. Specialist tuition and support in mainstream.				

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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3. a) **Name and address of school:** Ysgol Aberconwy, Morfa Drive, Conwy, LL32 8ED
Tel: 01492 593243
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Email: info@aberconwy.conwy.sch.uk
Web: www.aberconwy.conwy.sch.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Mr David Wylde
Title (e.g. Principal): Head Teacher
Qualifications: BSc (Hons) in Physics; NPQH
Awarding body: University of Liverpool
Consultant's comments: Mr Wylde fully supports the work that is done by Mrs Samuel and Mr Parker to support pupils with specific learning difficulties at Aberconwy.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Mrs Helen F Samuel
Title (e.g. SENCO): Teacher and Coordinator of LA Dyslexia Provision
Qualifications: B.Ed (Hons) in Dress and Textiles (Bath College of Higher Education, 1984);
Certificate of Further Professional Studies, SpLD (University of Wales Bangor, 1997)
M.Ed in Special Needs/Inclusive Education, (Open University 2006);
AMBDA, BDA
Awarding body: As stated against qualifications
Consultant's comments: Mrs Samuel is well qualified and experienced. She is an asset to the school.
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: ABCD 01492 593243 ext. 3075; ALNCO ext. 3074



Background and General Information

4. a) **Recent inspections:** April 2012

Consultant's comments: The Estyn report summary judged the school's current performance as good, with prospects for improvement also good. It was noted that: 'Pupils with additional learning needs receive well planned individual support through specific programmes planned to meet their needs. An effective range of tests is used to identify attainment and assess progress'.

- c) **Department of Education Registration Number:**

- d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	439		
	Girls:	365		
Boarding:	Boys:	0	0	0
	Girls:	0	0	0
Overall total:		804		

Consultant's comments: There are 30 boys on the list of dyslexic/SpLD pupils and 13 girls. This number includes the 6 pupils who are enrolled at Aberconwy to receive support from the ABCD Centre. Pupils with specific difficulties make up around 5% of the school.

- e) **Class sizes – mainstream:** 21

Consultant's comments: Classes for pupils who need a greater degree of support for a subject tend to be smaller than this and for practical lessons can be split into smaller groups, which is an effective way to ensure attention for those who need it.

- f) **Class sizes - special needs:** 1 - 10 depending on focus of group

Consultant's comments: Groups were smaller than this on the day of visit and the focus was very much on individual need.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *'The ethos of the school is one of an inclusive and caring community'. There was certainly some evidence of this and in the majority of lessons observed there was an atmosphere of support.*



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. 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: Staff are well qualified and it is an advantage to the school that members of the LA Support Service are based there, as they could be used to disseminate information and strategies for teachers.

MS 20

b) **Staff development and in-service training of learning support staff within last 18 months:**

Catch-Up Training - Tesni Roberts

Whole Staff - School Literacy and Numeracy Development INSET (Jan and May 2013)

Annual Child Protection training

Invigilators training

ALSA BDA - Louise Cartwright

Consultant's comments: Teachers at Aberconwy are able to access up to date training because of the presence of LA advisors.

MS Only

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

Daily working and liaising with dyslexia-qualified TAs with regards to the needs of individual pupils.

Information on individual pupils distributed to teachers

Dyslexia awareness session for all staff who are new to the school, and introduction to ABCD

Information and documentation available for access by all staff on the school intranet.

Consultant's comments: Information on pupils appears to be readily available to staff. The ABCD scheme is invaluable for pupils who are able to access it.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
 - **Support for policy from Senior Management Team**
 - **Support for policy from governors**
 -
 - Ysgol Aberconwy has well-established arrangements for identifying and providing for individual pupils' special educational needs. It is our policy to assess pupils' needs as early as possible.
 - After careful diagnostic testing, pupils follow individually-tailored programmes. Where pupils have needs which require the cooperation of outside agencies, it is the responsibility of the SENCO to make the necessary contacts.
 - During all stages in the provision for a pupil's special needs, we seek to work closely with parents, and emphasise the importance of good working relationships between the school and the home.
 - The ALNCo and ABCD Coordinator are backed by a Line Manager who represents the Senior Management Team
 - Aberconwy Base for Children with Dyslexia
 - This is an LEA resource to cater for children, identified via a Statement of Special educational Needs, or on School Action Plus, as having dyslexia type difficulties but also a cognitive potential which will allow them to access the curriculum effectively.
 - Conwy County Borough Council finances the specialist teacher, support staff and resource requirements for these pupils.
 - ABCD aims to:
 - Enable pupils to access a full and balanced curriculum
 - Enable pupils to achieve their full potential
 - Instil and maintain pupil self-confidence, self-esteem, and a positive attitude towards education and learning
 - Emphasize and utilise pupil strengths
 - Provide both academic and pastoral support for pupils.
 - Encourage pupils to become in school activities and take part in extra-curricular activities such as sporting activities, charity fund raising, house competitions, 5 X 60 activities, drama productions
 - Encourage and help pupils to develop strategies to be able to succeed as independent learners
 - Develop awareness, in others, of needs of the individual pupil within the broad cluster of dyslexia difficulties
 - Maintain close liaison with all members of the teaching staff involved in the education of ABCD pupils, in a supporting advisory capacity
 - Maintain close liaison with the Key stage Mentors and Managers within the school pastoral system
 - Maintain close liaison with Heads of House and assertive Mentors with regard to pupils' academic progress
 - Liaise with and work with outside agencies where necessary for the welfare of individual pupils
 - Maintain a resource base in which pupils feel comfortable, and where they can work undisturbed but with support if required.
 - Provide pupils with reference materials, ICT resources and equipment suitable to their needs
 - To provide a strong home/school partnership



Consultant's comments: There is no doubt that ABCD is extremely successful in promoting self-esteem as well as improvements in literacy skills and study skills for the pupils who attend it.

b) **Admission policy / selection criteria:**

Ysgol Aberconwy's admission is in accordance with the admission policy of Conwy County Borough.

ABCD serves the whole of Conwy County. Pupils can come from a wide area, not just from the natural catchment area, and these pupils are on the school roll as full-time mainstream pupils. Pupils are identified as possible candidates for ABCD during their Year 5 or 6 Annual Reviews in primary school. The selection criterion uses the discrepancy model, i.e. between cognitive ability and literacy and numeracy ability. Individual cases are discussed at Moderation within the LEA and candidates, dependent on the number of places available, informed of their place by February 15th in accordance with the Code of Practice for Wales. Neither the ABCD Coordinator nor the Head Teacher has any input into the decision made by the LEA.

Consultant's comments: Numbers are currently quite low at 6 pupils attending lessons at ABCD. It is to be hoped that the LA makes increasing use of the excellent facility at Aberconwy.

c) **Give specific examples of the whole school response to dyslexia (SpLD):**

The ALNCo issues teaching staff with information on all individual pupils on the ALN register, and details of their individual provision. Dependant on individual, dyslexia support may be provided within the Catch-Up Scheme, small groups for literacy and numeracy, peripatetic provision by Conwy Learning Support Service, or placement in ABCD. LA TAs working in school are aware of the pupils with dyslexia and support as appropriate. Two LA TAs hold the ALSA/BDA SpLD qualification.

The ABCD Coordinator produces a fact sheet for each ABCD pupil containing pertinent details of the individual, including objectives from their Statement of Special Educational Needs or School Action Plus document as well as IEP details. Strengths, weaknesses, reading and spelling ages, preferred learning styles etc are also included. Only the individual teaching staff who teach these pupils receive these sheets but they are available on the R Drive of the school network (available to staff only).

Four Teaching Assistants have BDA Accreditation and all TAs are welcomed in mainstream classes and are involved in decision making regarding lesson delivery, seating arrangements, etc.

Teaching staff are aware of the differences in roles between ABCD TAs and other TAs, in that they are present in the lesson to support ABCD pupils (and others when the situation arises and is feasible) rather than supporting the whole class or supporting a pupil for behavioural reasons. Teaching staff are involved in joint target setting for ABCD pupils.

If a TA is not available, teaching staff will ensure that they pay additional attention to the individual pupil or arrange peer support.

The ABCD Coordinator provides training for NQTs, new staff to the school and Initial Teacher Training students.

With the ongoing development of ICT in lesson delivery teachers are continually developing their awareness of the suitability of materials and presentations for dyslexic pupils, and if in doubt will approach ABCD for guidance.

Teaching and pastoral staff are open to and accept suggestions given by ABCD staff with regard to the well being and academic progress of

Criterion 3



individual pupils with dyslexia.

INSET delivered by ABCD and by the SENCO, as well as the expertise of TAs in mainstream classes, maintains the awareness of dyslexia throughout the school.

Teaching staff are aware of individual difficulties when marking and assessing work, either concentrating on key words (given prior to the task) or against the agreed criteria from ABCD.

Liaison between teaching staff, pastoral staff and ABCD staff is very strong, resulting in true cross-curricular support.

The ABCD Coordinator is notified of any successes for individual pupils, as well as issues for concern (pastoral or academic).

ABCD has an open door policy for pupils, staff and parents for advice and support. Also other schools and outside agencies have contacted ABCD for advice.

Consultant's comments: The teachers who were interviewed were most enthusiastic to teach all pupils as effectively as they could and they were positive about their pupils' abilities.

It was evident that TAs were working very well in providing support that was advantageous to many pupils as well as being of value to the class teacher.

There appear to be good links between ABCD staff and parents.

When mainstream teachers were asked how they would access an assessment for a pupil they suspected of having a specific difficulty, the consensus was that they would contact Helen Samuel.



School Organisation

7. a) **How is the week organised?**

The week consists of 25 lessons, five per day, each of an hour's length. However, on two days per week the curriculum for Years 9 – 11 operates in extended half day blocks for option subjects, and double lessons throughout the school are common. The day starts for pupils at 8.45am with a 20 minute tutorial session including an act of worship. A 15 minute break follows lessons 1 and 2, and 50 minute lunch break after lesson 3, with the day ending for pupils at 3.10pm. On a half-termly rotation, one day per week is timetabled for an extended registration of 50 minutes for PSHE; lessons 1, 2 and 3 are each of 50 minutes length to accommodate this. On several evenings after school there are extension activities after school as well as at lunchtime. Sporting fixtures also take place after school unless arranged by the consortium of schools or the county.

Consultant's comments: The timetable is quite innovative. it appears to work well and teachers interviewed were aware of the need to change activities within lessons so that pupils observed in lessons were generally, if not always, engaged and motivated.

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

Details of each individual ALN and ABCD pupil are sent to the appropriate members of teaching staff. The SEN Register is available to all teaching and support staff.

- A Catch-Up system is in place, coordinated by the SENCO, for those needing additional help with literacy
- Pupils whose Statements of Special Educational Need stipulate a certain length of time per week with a dyslexia specialist, are catered for within school timetable by LA Learning Support staff.
- All pupils follow the mainstream timetable for their year group, with the exception of ABCD pupils for whom disapplication (from up to two NC subjects) is arranged according to Statements of Special Educational Need and individual pupil need. This is organised and monitored by the ABCD Coordinator. Time gained from the disapplied subject/s provides opportunity for specialist dyslexia teaching in the resource base.
- All ABCD staff, the ABCD Coordinator and TAs have BDA accredited qualifications. LA TAs have knowledge of dyslexia and are aware of those pupils on the ALN register.
- ABCD TAs provide support in literacy and numeracy-biased lessons with ABCD pupils as the timetable allows and depending on individual pupil need. LA TAs support lessons as directed by the ALNCo to provide for specific individual pupil needs.
- All ABCD pupils are welcome to come to the resource at lunchtimes for help with homework. Homework clubs are arranged for all Year 7 and 8 pupils at lunchtimes within the Learning Resource Centre
- Homework for Year 7 and 8 is set as one larger piece per week on a faculty rotation system. Homework tasks are set at the beginning of the school year and each pupil has a hard copy to take home and are also available on the school website. Homework in Years 9 to 13 is set according to the requirements of the courses being studied. Teaching staff are asked to treat ABCD pupils producing late homework similarly to other pupils as they have sufficient time to complete it, although different methods or responses should be accepted according to individual strengths and learning styles. Homework is monitored closely through lessons in ABCD



and if there is any evidence of a backlog or problems with research, arrangements will be made by ABCD to give time to complete it.

- Parents and Guardians are invited to contact the school whenever they feel it necessary. Home/school liaison is very strong. Key Stage Mentors, the ALNCo and the ABCD Coordinator will contact parents/guardians (either by telephone or via the Pupil Planner) to praise pupils' efforts, to express concerns or discuss issues.

- The ALNCo and ABCD Coordinator attend Parents' Evenings for all years, either for direct consultation or to accompany parents and pupils in their interviews with teaching staff, dependent on individual pupil need.

Mainstream

-

Consultant's comments: There was an awareness from teachers who were interviewed that homework can take much longer for pupils who have a specific difficulty.



Identification and Assessment

Criterion 1
DSP & SPS
6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:**

Pupils enter Ysgol Aberconwy with SA or SA+ for dyslexia (the LA rarely gives a Statement for dyslexia) via the LA. SA+ pupils have a Contract and LA provision. As part of the whole school assessment and target setting process all pupils are tested for literacy (reading and spelling) and anomalies are identified in comparison to cognitive scores. ABCD pupils are already diagnosed on entry to school

Consultant's comments: Most mainstream teachers are familiar enough with dyslexia and other needs, to flag up concerns to Mr Parker or Mrs Samuel. This is currently done in an informal way, but Aberconwy is considering formalising the procedure.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

Subject teachers or support staff who suspect signs of dyslexia in a pupil refer the pupil to the ALNCo who arranges for informal assessment followed, if necessary, by formal assessment. Results of these assessments are discussed with the LA Educational Psychologist for consultation and possible provision.

Consultant's comments: Again, it should be noted that it is valuable to pupils that Aberconwy has ready access to LA services.

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

A copy of Dyslexia Screening Test - Secondary (DST-S) is held in ABCD and the ALNCo will request for a pupil to be assessed using this. Results are referred by the ALNCo to the LA if appropriate.

Consultant's comments: The ABCD has a good range of assessment materials as resources.



Teaching and Learning

Criterion 3,
MS & DU 12;
MS & SC 17;
MS & WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**
- **Curriculum subjects**
 - **Literacy support**
 - All teaching staff, Curriculum Support Assistants and TAs have had inset and/or dyslexia information (for new staff) and are aware of those pupils with dyslexic-type difficulties. TAs liaise with teachers, giving advice on lesson delivery and lesson planning, according to individual needs and learning styles. TAs will advise teachers on subject specific materials and/or differentiate work as appropriate. Teachers are provided with hints and suggestions for lesson delivery and for approaching assessment issues. Access Arrangements are made for specific pupils for external examinations and, where feasible these are also adhered to for informal assessment processes in class. Subject specific key words are provided at the beginning of each lesson and are clearly visible in the classroom.
 - As part of the Literacy focus, group setting in languages, sciences and humanities faculties, is according to the individual pupil's reading and spelling ages. This allows literacy focus and understanding at an appropriate level.

Consultant's comments: Five mainstream lessons were observed and a range of different approaches to differentiation was used very successfully. A French lesson using group games to promote vocabulary learning (amongst other activities) was a delight, as was a Maths lesson that used a wide variety of techniques to engage pupils and build on existing knowledge. Good techniques were noted in a Textiles and a Welsh Language lesson.

Some excellent practice was observed within mainstream and ABCD support lessons.

- b) **Use of IEP's:**

Mainstream

Strategies to enable the pupil to progress are recorded within an IEP. The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupil's needs. The IEP will be reviewed at least twice per year when parents' views on their child's progress will be sought. The pupil will also be invited to contribute to the review process and be involved in setting the targets. Each pupil in school, whether with or without ALN, have at least 3 Progress Mentoring sessions per year and will be involved in setting their own personal targets.

ABCD

At the start of Year 7 ABCD pupil's targets are taken from their Year 6 Annual Review records where appropriate. These are reviewed with pupils each term. ABCD TAs act as Progress Mentors IEP targets are coordinated with those set by Assertive Mentoring. IEPs are available to all teaching and support staff, and reviewed termly.

Consultant's comments: There are two different formats for IEPs according to whether a pupil is part of the ABCD initiative or comes under Mr Parker's remit. Both are good, clear working documents and provide useful information to mainstream teachers.



c) **Records and record keeping:**

Transition documents are sent from primary schools (or previous secondary schools) and used for placement in forms and sets. records are kept by the ALNCo, Key Stage Mentor and ABCD Coordinator as appropriate. The ABCD Coordinator is Key Worker for all ABCD pupils.

In Years 7 to 9 results from the National Numeracy and Literacy Tests are used. WRAT 4 is also used within the Catch-Up System. Year 7 pupils are given the Midys Test; Year 10 pupils the Yellis Test and Year 12 pupils the Allis Test.

Additional testing for examination Access Arrangements is performed prior to a pupil's first examination series and updated as appropriate.

PASS testing is administered for pupils in Year 8 and above and individual pupil results address accordingly as necessary.

ABCD retains records related to literacy, numeracy, dyslexia support and any information relevant to the general wellbeing (self-confidence and self-esteem) of the individual pupil.

Wherever possible, contact is made with the previous specialist dyslexia Learning Support teacher for additional information of progress, areas covered etc.

When disapplication is arranged for Year 7 pupils, and they start their specialist lessons in ABCD, more detailed and analytical testing is carried out by the ABCD Coordinator using a variety of tests and assessments depending on the needs of individual pupils. WIAT IIT, the Dyslexia Identity Scale, NFER Non-Verbal and How am I Smart? tests are predominantly used.

Reading and spelling ages are assessed annually prior to Annual Reviews and data is provided for teaching staff.

The ABCD Coordinator has access to central school files for ABCD pupils. The progress of ABCD pupils is constantly monitored in mainstream classes by TAs, and through close liaison between teaching staff and ABCD staff, and reported back to ABCD for praise, concerns, suggestions and addressing as necessary.

More detailed reports are written and compiled by the ABCD Coordinator whenever necessary, copies filed for the individual pupil and copies sent to the Head of House, Year mentor, Guidance Manager as appropriate.

Mainstream

Consultant's comments: ABCD records of need and of progress are carefully kept and are valuable evidence of need for access arrangements and other purposes such as annual reviews or tracking of progress.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required) As noted above; careful records of progress are kept and progress is measurable for children who attend the ABCD centre. On the day of the visit, 'mock' exams were taking place in the CatchUp centre, so it was not possible to see those records of progress.**



Criterion 3

e) **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	57 Year 13	57	100%	Not yet released	Not yet released
Dyslexic (SpLD) Pupils	2	2	100%	"	"

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	177	99	87	98
Dyslexic (SpLD) Pupils	13	100	69	100

f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:**

In Ysgol Aberconwy all pupils study one GCSE option in Year 9, two in Year 10 and two in Year 11, alongside their core subjects. In Years 10 and 11, links are made with Llandrillo College for pupils to study more vocational subjects and the timetable is set accordingly. Sixth form students in Conwy have one day in the week when they can attend another school to study a subject not on offer in their own.

Consultant's comments: Such arrangements provide for flexibility in a range of subjects where there is already a wide choice.

GCSEs taken early allow pupils with additional needs to carry less academic pressure in Year 11 and there is some sensitivity to issues of maturity for such pupils in years 9 and 10, where GCSEs taken tend to be of a less academic nature.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

Access Arrangements are arranged and applied for by the ALNCo and the ABCD Coordinator for their groups of pupils. ABCD pupils have the option of sitting their examinations in the familiarity of the ABCD resource in an endeavour to alleviate stress and to allow for extra time without distraction. ABCD staff predominantly take responsibility for acting as readers, scribes, invigilators etc. Pupils who are the responsibility of the ALNCo will be allocated in quiet rooms adjacent to ABCD, according to facilitation of their own particular need.

Consultant's comments: As previously noted, there were some rehearsal examinations happening on the day of the CReSTeD visit and it was possible to see that appropriate access arrangements were in place.

h) **For completion by consultants only: Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Eight pupils (two girls and six boys) from year 7 to year 10 (2 from the ABCD provision) were interviewed and a year 12 pupil chatted confidently on the tour of the school. They were appreciative of the school's environment and those who knew of other schools felt that they had the better bargain in Aberconwy.

Teachers who talked to me on the day of the visit were knowledgeable and supportive of strategies to help dyslexic pupils and lessons observed included minimal writing.



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:** •
The ALN register is available on the school intranet and on Sims, giving details of individual pupil's needs.
Withdrawal system either for basic skills help or Learning Support Service.
Small group sizes for literacy and numeracy.
Information on dyslexia available to all teachers.
Teacher recognition, acceptance and support.
National Literacy and Numeracy test data is available for all staff, on the school intranet
Learning Support Centre (library) available to all pupils, with permanent librarian support.
Differentiation in lessons as appropriate.
TA presence in some classes according to individual need and timetabling.

Consultant's comments: It is useful that information of this nature is available. Some excellent use of TAs was noted during lesson observation.

- b) **Library:** • The purpose of the school library is currently being reorganised to promote reading for pleasure within a comfortable, relaxed and quiet environment. The library will be stocked with fiction and non-fiction books and magazines, covering a wide range of genre, interest and level of readability. This is in line with our school literacy strategy. iPads will be available for pupils to use as ebooks.
Non-fiction texts are available, for pupil interest and research purposes, in the appropriate subject teaching areas. Computer suites for pupil use can also be found within the individual faculties.

ABCD has a wide range of literacy resources, covering a large number of the subjects taught in school, reference books, study guides and non-fiction. The fiction library includes books covering a range of genre, interest and level of readability.

Consultant's comments: The new library (almost completed at the time of visit) will be a very comfortable and welcoming space. It is impressive that it is a place to enjoy reading rather than being a work/research centre - for such activities there are plenty of opportunities elsewhere.

Careful thought has been given to the choice of books and older books from the previous library (now a 6th Form centre) have been pruned. Research has been done into books that pupils want to read and electronic books will also be available.

- c) **ICT:** The school intranet is available in all curriculum areas of the school and each pupil has access to their own personal working file via a password and user name.
There are four computers in the ABCD resource, each linked to the school network so pupils can access their work from other curriculum areas.
Catch-Up System pupils have access to iPads within the school's Learning Support area for literacy and numeracy activities. These iPads can also be borrowed by pupils in Year 7 to take home for homework and study purposes. ABCD is currently looking into purchasing similar equipment.
Voice-activated software is available and has been used by some pupils for examination purposes. Touch typing software is encouraged in ABCD as in ICT lessons.



Pupils are encouraged to use ICT for presentation of homework and coursework tasks where appropriate, as well as for research and revision purposes.

Consultant's comments: Ysgol Aberconwy has wonderful ICT resources; every class has an interactive whiteboard and a set of computers and the ICT suites are very up to date and comprehensive. The use of I-Pads throughout the school is being actively considered and would be an exciting development. ICT is a real strength of this school.



Statement of Special Educational Needs

11. a) **School policy:**

Ysgol Aberconwy offers placement to pupils within the catchment area, including all pupils with a Statement. In conjunction with the SEN Code of Practice for Wales and SENDA, the school endeavours to meet the needs and requirements as set out in individual pupils' Statements.

Pupils entering ABCD have a School Action Plus document, a Statement of Special Educational Needs, or are in the process of being assessed.

Consultant's comments: It appears that the needs of such pupils are carefully considered and dealt with.

c) **Number of statemented pupils: 9**

Consultant's comments: Aberconwy could deal well with a larger number, but that is a matter for the LA rather than the school.



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

Maintained
Schools only

12. Schools should provide, with the documentation, a list of the names dyslexic (SpLD) pupils in the school: 3 from each year group. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** Seven parents were contacted and were happy with the provision Aberconwy offers, particularly when their child was a part of the ABCD scheme. One quoted that ABCD had made 'a massive difference.' Two of the parents contacted would, and had, recommended the school to other parents



14. *For completion by consultants only: Summary of Report including whether acceptance is recommended:*

Some excellent lessons were observed at Aberconwy and the ABCD centre does an extremely good job. The school building is a pleasure to visit and displays are lively and motivating. Results are very good and plans for future developments are exciting. The Governors are clearly proactive within the school and the majority of the teachers are highly motivated to prepare lessons that are interesting and inclusive.

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:		
Criteria		MS
1	The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input type="checkbox"/> *
2	The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3	The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
12	There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	<input checked="" type="checkbox"/>
17	There is awareness and support by other members of staff of the needs of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
19	There is provision for individualised lessons on a withdrawal basis, and these staff communicate with mainstream teachers regarding the dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
20	The teaching assistants responsible for in-class support have received specific training in dyslexia (SpLD) and will continue to receive regular Continuous Professional Development in supporting dyslexic pupils.	<input checked="" type="checkbox"/>
21	There is either a Dyslexia (SpLD) <u>specialist</u> teacher in the school or the school uses specialist support and advice as needed.	<input checked="" type="checkbox"/>

*Item 1 referred to Council for further considerations: The school and local authority produced a substantial amount of evidence to support their re-registration. The system operated in Conwy, assessing all students in primary school and the establishment many years ago of the ABCD unity with Ysgol Aberconwy, is a strong model. The school has been asked to increase the identification process within the main school; future visits will focus in this area.