



Council for the Registration of Schools Teaching Dyslexic Pupils

**St. David's College
Re-registration Application Form
Category SPS – Specialist Provision**

Date of visit:

9th October 2017

Name of Consultant(s):

Helen Ackers

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
St David's College Gloddaeth Hall, Llandudno Conwy, North Wales, LL30 1RD Tel: 01492 875974 Fax: 01492 870383 Email: hmsec@stdavidscollege.co.uk Web: www.stdavidscollege.co.uk	Rural	219 co-ed Ages 9-19	Dysc Dysl Dysp ADD ADHD ASD SALT	SHMIS WISC BSA
	Ind Bdg Day			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.*

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:	01492 870383
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):	Acting Headmaster		
Head/Principal's telephone number if different from above:			
Qualifications:	BSc, PGCE, CCM (SpLD)		
Awarding body:	Southampton and Bangor		

Consultant's comments

At the time of the consultant's visit, Mr Russell had been newly appointed as Headmaster of St David's College. He has a long association with the College and shows a strong commitment to the inclusive ethos of the College and the Cadogan Centre.

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

Name:	Mrs Vanessa Evans		
Title (e.g. SENCO):	ALNCo		
Telephone number if different from above:	01492 868831		
Qualifications:	BEd (Hons) PG Cert Dyslexia, PG Cert Dyspraxia, Currently studying for APC AMBDA (Dyslexia Action)		
Awarding body:	Dyslexia Action		

Consultant's comments

Mrs Evans has a depth of understanding of her role within her Learning Support Department, the Cadogan Centre, and the wider College environment.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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.:	662/6017			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	83	24	9-19
		Girls:	51	7	9-19
	Boarding:	Boys:	70	35	9-19
		Girls:	15	8	10-19
	Overall total:		219	74	9-19

Consultant's comments

The Estyn Monitoring Inspection Report (March 2017) indicates that St David's College educates pupils with a broad range of different abilities. The College offers a high level of additional specialist support.

- c) Class sizes – mainstream: 9 average

Consultant's comments

The consultant observed several lessons. The average class size of these observed lessons was 7.

- 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 recent Estyn Monitoring Inspection Report (March 2017) commented that specialist support teachers provide highly effective 1:1 support to pupils.

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

The Estyn Report (2012) indicates the College encourages pupils' self-confidence and sense of wellbeing.

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

Consultant's comments

- 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



or provide link to view reports via the internet

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



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



or provide link to view information via the internet

Independent Schools only

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Consultant's comments

Documents were made available for the consultant's visit. Comments from parents, who were contacted as part of the visit, regarding the admission process had been a positive process.

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 College's aim to develop the whole person is reflected within the SEN policy. The Estyn Monitoring Inspection report (2017) comments that the school offers an extensive range of extra-curricular activities.

Criteria
1 & 2

- b) Please indicate copy of **Staff Handbook** (AR) enclosed
- c) **If not within AR**, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:
- | | |
|---|----------|
| i. Policy for SEN/SpLD | enclosed |
| ii. Support for policy from Senior Management Team | enclosed |
| iii. Support for policy from governors | enclosed |
| iv. Admissions Policy/Selection Criteria | enclosed |
| v. Identification and assessment | enclosed |

Consultant's comments

The SEN staffbook indicates that the curriculum should promote inclusion and engagement in education and learning. The consultant observed inclusive practice in the variety of lessons she observed.

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 with Bangor or Chester Universities (1 year part time Master's 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/Chester University part time Masters module "Teaching of Dyslexic Pupils"

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

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.
 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 we have a new Assistive Technology Centre within the Cadogan Centre. Access arrangements are used for internal and external examinations following best practice pupils are observed for these arrangements from Yr 7 and 8..

Consultant's comments

Good awareness of the learners with additional needs by the staff was evident in the lessons observed. Learners worked effectively both individually and in groups. During the observed lessons it was noted that the learners supported each other's learning on several occasions.
 Excellent relationships between staff and pupils were evident in all the lessons observed. During the visit, the consultant spoke to the SDC TEC department who explained the many opportunities they offer learners to further develop their skills.

- e) Number of statemented / EHCP pupils:

Consultant's comments

At the time of the consultant's visit there were 38 learners with a statement/ EHCP

- f) Types of statemented / EHCP 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 behavioral nature.

Consultant's comments

The admission policy outlines the procedure for admission.

Independent Schools only

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/weeks and interviews with the prospective pupil is practised. See also school admissions policy attached.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Consultant's comments

The College has members of staff who are suitably qualified and experienced to identify SpLD learners. The identification process is outlined in the College's SEN policy. The on-going dialogue between staff and the Cadogan Centre is another important aspect of the identification process.

- 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 College's SEN policy outlines the graduated response which is taken when pupils are identified as being at risk of SpLD.

- 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. 2 SALT are available on a weekly basis and an OT is available 2 days a week to advise SENCo. Parents are directed to the Miles Dyslexia Centre Bangor for further assessment if required.

Consultant's comments

The College is able to draw upon a range of expertise within the College and has close links with external specialist providers.

4. Teaching and Learning

- 4. a) How is the week organised?

AWAITING A REVISED TIMETABLE

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
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
11:40 - 12:20	Lesson 4	Lesson	Lesson 4
12:20 - 13:00	Lesson 5	Lesson	Lesson 5
13:00 - 14:00	Lunch		

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

14:00 - 14:40	Lesson 6	Lesson	Games and Activities
14:40 - 15:20	Lesson 7	Lesson	
15:20 - 15:40	Afternoon	Afternoon	
15:40 - 16:20	Lesson 8	Lesson	
16:20 - 17:00	Lesson 9	Lesson	
17:00 - 17:40	Supervised Prep	Optional Prep	
17:45 - 18:30	Supper	Supper	
18:45 - 19:45	Quiet Time (Activities for Year 6-8) followed by free time,dorm call and lights out.		

Consultant's comments

Flexibility within the structure of the College's timetable enables learners to access the Cadogan Centre as required.

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 in our Assistive Tech Centre. Pupils have an IEP which is evaluated termly and there is a strong pastoral support system.

We provide staff input and supervision of prep work. The 5:00 – 5:30pm slot is Paired Reading for Yr 7,8,9 on Monday Tuesday and Thursday evenings; Yr 5/6 arranged in classrooms 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. 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

Opportunities to support the learner's prep/homework are identified. The IEPs act as a source of information regarding the individual requirements of learners. The staff who the consultant spoke to during the visit strongly indicated their commitment to supporting the learners.

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 Core Studies 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

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

provide further opportunities to develop self-esteem and confidence as well as having fun!

Consultant's comments

During the consultant's visit a variety of lessons were observed. These included literacy, numeracy, MFL and PE lessons. Small class sizes and a successful multi-sensory approach to learning were observed. In the lessons observed the learners were all engaged with the stimulating lesson content and were well supported to enable them to make progress.

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

A new IEP system has been implemented since September 2017. Targets are set and reviewed termly and sent out to parents. Pupils are involved in their target setting and one-page-profiles. IEPs 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



Consultant's comments

At the time of this visit, a new IEP system had recently been implemented. During the visit the consultant spoke to several members of staff about the IEPs. They showed an in depth knowledge of the IEPs of learners in their classes. Learners the consultant talked to stated they were aware of their IEPs.

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.

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

A wide variety of records are kept. The teachers, who the consultant talked to during the visit, commented that they could access records to enable them to plan their lessons effectively.

Criterion 3

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

As part of the consultant's visit the IEPs of two learners were reviewed. Regular conversations between the staff and the SENCO strengthen the IEP process.

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	70	36 (Y13 only)	100.00	70.3	28.75

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

SpLD Pupils	51	29 (Y13 only)	100.00	70.0	29.85
-------------	----	---------------	--------	------	-------

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1
Whole School	42	70.9	54.8	95.2
SpLD Pupils	30	64.4	46.4	92.9

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						

- 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](#)

[Staff are able to access information regarding access arrangements from a variety of sources.](#)

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, where staff have lunch together to support team building and participate in up to date resources and training.

[Consultant's comments](#)

[The consultant identified a wide variety of resources that are suitable to support the learning of SpLD pupils.](#)

- Criterion 5.2

- b) ICT:

All of the teaching rooms in Cadogan / Solar/ Assistive Technology now have laptops or work stations. There are circa 24 individual laptops, 208 desktops in school, 15 data projectors, 6 reading pens, 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

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

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. The New Assistive Technology Centre is also part of the Cadogan Department.

Consultant's comments

A variety of ICT was evident during the consultant's visit. The consultant observed the use of ICT to support and develop learning opportunities being used in 1:1 and whole class lessons.

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.

Consultant's comments

The SENCO ensures that access arrangements are obtained and implemented.

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. A central library is planned in collaboration with a newly created PTA and the English Department.

Consultant's comments

Although the College does not have a central library, the consultant observed during the visit ways in which learners could access a variety of books via individual departments and the Cadogan Centre.

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 Core Studies Programme in years 5 - 9 and the Paired Reading for years 5-9. Mentoring, OT and SALT are also available. Careers advice is available from Y9 upwards.

Consultant's comments

The Learning Support Department, the Cadogan Centre, forms a central aspect to College life. Parents spoke of the effective support it offers in ensuring the needs of learners are met.

- b) Organisation of the Learning Centre or equivalent:

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

- The three main areas for pupil support are the Cadogan Centre (literacy and cross-curricular support), the Solar Rooms (Maths support) and the James Webb Centre (Assistive Technology).
- Consultant's comments*
- The Learning Support Staff are based in well resourced and suitable rooms for small group or 1:1 lessons.
- 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*
- Discussion with the Headmaster indicated the valued and central role the SENCO has as a member of the SMT.
- d) Supporting documentation, please indicate enclosed:
- | | | | |
|------|---|--------------------------|-----|
| i. | SEN Development Plan (or equivalent) enclosed | <input type="checkbox"/> | yes |
| ii. | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | <input type="checkbox"/> | yes |
| iii. | List of known SpLD pupils in school | <input type="checkbox"/> | yes |

7. Staffing and Staff Development

Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

See Staff List

Consultant's comments

The support for learning staff, in the Cadogan Centre, have a depth of experience and qualifications which enable them to support the learning of pupils with SpLD. Expertise and knowledge is shared between staff.

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)?

Yes. All English teachers, including A Level teachers have an SpLD qualification

Consultant's comments

The qualifications held enable the staff to meet the needs of the SpLD learners.

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?

The consultant observed several lessons during the visit. The observed staff did demonstrate an ability to meet the needs of SpLD pupils they were teaching.

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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. <i>Consultant's comments</i> There is a range of expertise and knowledge amongst the learning support staff.
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 Masters module in the Classroom Management of Dyslexic Pupils in collaboration with Bangor University, which is a 1 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, Chester Module or equivalent. <i>Consultant's comments</i> The qualifications held by the English teachers enable them to meet the needs of the SpLD learners.
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, Irlens, IEPs.. Regular briefings to staff on individual cases/needs.
MS Only	f)	Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): INSET is carried out regularly which relates to Dyslexia Awareness. The school is constantly looking at its inclusion strategies for example this year we have whole school exercise books with Buff coloured paper. <i>Consultant's comments</i> Mrs Evans explained to the consultant the ongoing whole staff development that occurs in both a formal and informal basis.

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.
--------------------------------	-------	---

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

For completion by consultants only: Parent Contacts:

All the parents who were contacted considered the College did meet its aim of providing a 'whole person' education. All the parents considered the College did value their opinions and spoke positively about their relationship with the College. One parent described the College as 'absolutely stunning'. Others commented they would recommend the College to other parents.

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

The consultant spoke to several learners during the duration of the visit. They spoke positively of the College and stated they would recommend the College to other SpLD learners. They described how teachers provide support for their learning and considered the use of ICT within the College was helpful. They liked the extra-curricular opportunities available within the College. Learners also explained how the trips organised by the College helped to make learning memorable.

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)	<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:	
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 Joint Council for Qualifications guidelines .	<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 should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	<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:

St. David's College meets the criteria for a category SPS school.

St David's College has an experienced Learning Support Department which is identified as the Cadogan Centre. This is dedicated to supporting the needs of learners both within the 1:1, small group and whole class setting. Observed lessons embedded an ethos of multi-sensory teaching to enable all learners to access the curriculum. During the visit, learners spoke positively of the supportive nature of the College and the diverse range of extra-curricular activities available at the College. Parents who were contacted also spoke positively of the College, how it valued their opinions and provided an education of the 'whole person' for their children.