



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator

CReSTeD, Helen Arkell Dyslexia Charity, 24 West Street, Farnham, Surrey, GU9 7DR

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Ysgol Aberconwy Re-registration Application Form Category MS – Maintained Sector School

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Ysgol Aberconwy Morfa Drive, Conwy, Conwy, LL32 8ED Tel: 01306 611372 Email: info@aberconwy.conwy.sch.uk Web: www.aberconwy.conwy.sch.uk	Coastal town	582 boys	Dysl Dysp ADD P&S SALT G&T	
	LA Day	506 girls Ages 11-18		A Level GCSE BTEC
Comments: Integrated whole-school approach. Specialist tuition and support in mainstream.				

Date of visit:

13th October 2023

Name of Consultant(s):

Helen Farley

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:	Ysgol Aberconwy		
Address of school:	Morfa Drive, Conwy, Conwy, LL32 8ED		
Telephone:	01492 593243	Fax:	01492 592537
Email:	info@aberconwy.conwy.sch.uk		
Website:	www.aberconwy.conwy.sch.uk		

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

Name:	Mr Ian Gerrard
Title (e.g. Principal):	Head Teacher
Head/Principal's telephone number if different from above:	
Qualifications:	B.SC (Hons), NPQH
Awarding body:	Nottingham University, Welsh Government

Consultant's comments

Mr Gerrard is confident in the quality of provision provided by the department and confirmed the integration into the school which aims to put learning and individual achievement at the heart of everything it does.

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

Name:	Helen Samuel
Title (e.g. SENCO):	Specialist teacher and Coordinator of LA Dyslexia provision
Telephone number if different from above:	
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

Helen Samuel has been Specialist teacher and Coordinator of LA dyslexia provision since its inception within the school, being a highly experienced and knowledgeable practitioner committed to ensuring the provision is relevant and targeted to meet the needs of individuals using the base. This includes a current focus on review of how morphology can further enhance existing resources.

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1. Background and General Information

1 a)	Dep't of Education Registration No.:	6624023		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys:	28	11-18
		Girls:	13	11-18
	Boarding:	Boys:	N/A	N/A
		Girls:	N/A	N/A
	Overall total:	1088	41	-
Consultant's comments				
The numbers relate to the LA catchment area of Conway				
c)	Class sizes – mainstream:	Average 22.06		
Consultant's comments				
Number of students in observed lessons ranged between 16 and 28				
d)	Class sizes – learning support:	1-10 in Learning Support. 4 in Learning Support Service. 2 in ABCD		
Consultant's comments				
The student observation in the base was cancelled due to illness, time was spent discussing learning journey of the pupil.				
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:			
The school promotes successfully an inclusive, supportive, and nurturing community that has a significant beneficial impact. With regard to pupils wellbeing and personal development recent changes to the schools pastoral arrangements are contributing effectively to promoting pupils wellbeing. (Estyn Summary, 2018)				
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	See Ysgol Aberconwy Website https://www.aberconwy.conwy.sch.uk/en_gb/prospectus-and-information-booklet/		
	or provide link to view reports via the internet			
	ii. Recent Inspection reports , please indicate copy enclosed	https://www.aberconwy.conwy.sch.uk/en_gb/estyn-report/		
	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	N/A		
	or provide link to view information via the internet			

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Consultant's comments

The department has a clear criterion for a place within the Dyslexia provision of the school, pupils are referred through LA processes and assessment.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2 a) Aims and philosophy of the whole school

Ysgol Aberconwy is a vibrant and exciting environment that puts learning and individual achievement at the heart of everything it does. We want every pupil to succeed; to achieve their full potential, be prepared for the future and become confident, thoughtful young people so they leave us prepared for the future challenges of an exciting and increasingly competitive world. Whilst the school's ethos is based on traditional values of respect, responsibility and community spirit, students experience the very latest technology and teaching methods in the classroom. We are proud of our Welsh tradition and heritage. We are very fortunate to have a dedicated and highly professional team of teachers and support staff who expect the very highest standards from all our pupils, whilst our strong school systems ensure that pupils learn in a safe and friendly environment where teachers teach and learners learn. We encourage parents and guardians to get involved in the life of the school and their children's educational journey alongside the dedicated team of mentors that will guide your children along the way.

Consultant's comments

The school is welcoming, in all lessons observed the pupils were engaged in their learning and respectful of the staff and other pupils. Some technology was seen being employed in the teaching, as well as computer rooms. Furthermore, the school is considering how the use of personal technology such as laptops and how they might have an increased function within classrooms.

Criteria
1 & 2

b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed

Rec'd

c) **If not within SH**, please enclose copies of whole school **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**
- iv. **Admissions Policy/Selection Criteria**
- v. **Identification and assessment**

All to be found on Ysgol Aberconwy website.

https://www.aberconwy.conwy.sch.uk/en_gb/policies/

Consultant's comments

The school is fully supportive of all pupils with needs within their community, there is a strict criterion applied by the LA to receive the provision through identification and assessment. The school seeks to ensure that all pupils have access to appropriate support and access the targeted provision available within the school.

Criterion 4

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

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 ALNCo 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 County A resource to cater for children, identified via a Local Authority IDP, 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 who can come from any area within the county.

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ABCD aims to:

- Enable pupils to access a full and balanced curriculum and achieve their full potential
- Instil and maintain pupil self-confidence, self-esteem, and a positive attitude towards education and learning through emphasis and utilisation of pupil strengths
- Provide both academic and pastoral support for pupils, liaising with school pastoral team
- Encourage and help pupils to develop strategies to be able to succeed as independent learners
- 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
- Develop a whole-school awareness 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 Heads of Year and Year Mentors for academic and pastoral support.
- 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

The outline of how pupils will be supported ensures that the resource is able to meet the needs of individual pupils assigned by the LA is embedded within the teaching and learning within the school.

e) Number of statemented / EHCP pupils:

LA IDP -17

Consultant's comments

The number of statements are a result of the identification and assessment process to ensure that the resources can meet the needs of pupils with the Aberconwy Base for pupils with dyslexia.

3. Identification and Assessment

Criterion
1

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:

All maintained schools in Conwy work in partnership with the LA for the early identification of pupils experiencing learning difficulties, including dyslexia. This is undertaken via a robust and well-established planning and consultation process in which parents are fully involved. Following screening and assessment, the ALNCo refers any pupils about whom there is a concern to the Educational Psychologist. The school receives feeder primary school pupil data and, if a pupil scores <SS85 on any National Test scores in Year 6, WRAT 4 will be administered. MIDYIS and PASS, are also administered. Similar measures are in place for pupils entering the school in other year groups.

Consultant's comments

The processes in place ensure that identification and assessment are robust and pupils results are carefully considered.

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

Once identified, One Page Profiles and School IDPs are drawn up (with pupil involvement) to support the implementation of specifically tailored provision for pupils (Additional Learning Provision - ALP). Progress is monitored, support adjusted and if, despite targeted, time-limited intervention, expected progress has not been achieved, parents are notified and referral is made to the LA.

Consultant's comments

The profiles available within the school have clear consideration for the voice of the pupil and give clarity to staff relating to the reasonable adjustments which need to be considered. The school has a logical process for monitoring and measuring interventions with targets reviewed and adjustment if appropriate.

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

The referral process via Eclipse will involve the Educational Psychologist who will arrange assessments as appropriate and in line with the county policy.

Consultant's comments

There is an explicit process for referral in line with county policy.

4. Teaching and Learning

4 a) How is the week organised?

The week consists of 25 lessons, five per day, each of an hour's length. The day starts for pupils at 8.50am with a 20 minute tutorial session including Thought for the Day. Split 15 minute breaks (according to Year group) divide the 3 morning lessons, followed by a 45 minute lunch after lesson 3, with two lessons in the afternoon; the day ends for pupils at 3.10pm. In line with the 10 week Learning Journeys, one day per week is timetabled for an extended 45 minutes of morning registration for PSHE, with lessons 1 and 2 being of 50 minutes each. On most evenings after school there are extension activities, as well as those at lunchtime. Sporting fixtures also take place after school unless arranged by the consortium of schools or the county.

Consultant's comments

The week provides academic, sporting, and varied extension activities forming part of a balanced curriculum

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

Details of each individual ALN and ABCD pupil are available to all teaching and support staff.

A Catch-Up system is available, arranged by the SENCO and Literacy TA, for those needing additional help with literacy and numeracy. The whole-school adoption of the Accelerated Reading programme allows 20 minutes private reading per day for every pupil in Years 7 and 8. Library time is allocated within English lessons where, on finishing a text, the individual pupil takes an online test for literal and deductive comprehension on the content of the book. Regular assessments using the Star reading Test monitor pupil progress, and ensure that pupils are reading at levels appropriate to their Reading Age.

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 Local Authority IDPs and individual pupil need. This is organised and monitored by the ABCD Coordinator. Time gained from the disappplied subject/s provides opportunity for specialist dyslexia teaching in the resource base.

All ABCD staff have BDA accredited qualifications. School TAs have knowledge and experience of dyslexia and are aware of those pupils on the ALN register. There are several members of teaching staff with ALN and SpLD qualifications across the curriculum.

ABCD TAs provide support in literacy and numeracy-biased lessons for ABCD pupils as the timetable allows, and depending on individual pupil needs. LA TAs support lessons as directed by the ALNCo to provide for specific individual pupil needs.

All ABCD pupils are welcome to use the resource at lunchtimes for help with homelearning/coursework/revision and study strategies. Daily after-school homelearning clubs are arranged for all school pupils and run by ALN staff. Homelearning (previously Homework) is set on Teams. Currently a weekly email system is being set up to alert parents to homelearning due, completed, missed and future tasks. Generally, homelearning is given with a week for completion.

Teaching staff are asked to treat ABCD pupils producing late homelearning 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. Homelearning is recorded in advance in the Learning Journey, monitored closely through lessons in ABCD and, if there is any evidence of a backlog or problems with research, arrangements are made by ABCD for time to complete it.

Parents and Guardians are invited to contact the school whenever they feel it necessary. Home/school liaison is very strong. Year 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.

Consultant's comments

There is an extensive range of systems to provide information for staff to ensure that the provision for SpLD pupils enables them to make good progress. Pupils can access information relating to homework on the VLE. Pupils routinely use reading pens to support

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Criterion
3 & 4

	<p>completion with some use of alternative recording methods. Pupils can discuss concerns with ABCD staff who will support pupils to ensure completion. Home/school liaison is strong and there is positive feedback alongside being able to express concerns or discuss issues.</p>
c)	<p>Lesson preparation and delivery to meet the needs of SpLD pupils for:</p> <ul style="list-style-type: none"> • <i>Curriculum subjects</i> • <i>Literacy support</i>
	<p>All teaching staff, TAs and pastoral mentors 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. Ysgol Aberconwy is a Champion school for TEEP, using a structured learning cycle and a wide range of multi-sensory activities. 10-week Learning Journeys are shared with pupils with learning objectives and subject-specific key words which should be made readily available to all pupils. As part of the Literacy focus, some group settings are according to the individual pupil's reading and spelling ages. This allows literacy focus and understanding at an appropriate level but can be flexible according to individual pupil needs. Access Arrangements are made for specific pupils for external examinations and, where feasible these are also adhered to for informal assessment processes in class. ABCD pupils are withdrawn to the resource for assessments to enable access arrangements to be upheld.</p>
	<p>Consultant's comments</p> <p>Observation of lessons indicated that information regarding individual pupils are available to all staff on the system, and can form part of the preparation for lessons. TA support observed was highly effective and targeted, with a focus on independence in learning with the TA as a funnel for access in a lesson. Some lessons evidenced verbal checking of understanding; giving time to process information; rephrasing information to make it more accessible; discreet targeted levels of scaffolding to support learning and completion; careful discreet seating of pupils to meet need; use of coloured paper when providing sheets; clear pathway through lesson visible to provide overview; positive use of mistakes to give clarity to learning; knowledge of the individual needs of pupils.</p>
d)	<p>Use of provision maps/IEP's (or equivalent):</p> <p><u>Mainstream</u> Strategies to enable the pupil to progress are recorded in a One Page Profile and IDP. The IDP will only record that which is additional to or different from the differentiated curriculum provision. The pupil will also be invited to contribute to the review process and be involved in setting the targets. Every pupil in school will have at least 3 Progress Mentoring sessions per year and will be involved in setting their own personal targets.</p> <p><u>ABCD</u> IDPs for pupils within a LA resource are currently produced by the LA. The IDP will be reviewed annually, when parents' views on their child's progress will be sought, but can be revisited at any time during that year. At the start of Year 7 ABCD pupil's targets are taken from their Year 6 Annual Review records and Eclipse documents. These are subsequently reviewed termly with each individual pupils and copies sent to Parents/Guardians for approval. ABCD staff act as Mentors and One Page Profiles and IDP targets are coordinated accordingly. Updated documents are available to all teaching and support staff.</p> <p>Please indicate two examples enclosed</p> <p>Consultant's comments</p> <p>The IDPs are carefully constructed and form part of the annual review and clearly map the targets for individual pupils through ongoing assessment.</p>
e)	<p>Records and record keeping:</p> <p><u>Mainstream and ALN</u> Apart from those for ABCD pupils, all records are kept by the ALNCo. All scores obtained are recorded on Excel Spreadsheets to facilitate on-going tracking of pupil progress and to inform all staff. All records and information are used to inform all parties, staff, parents, pupils with the objective of meeting all pupils' needs and support, ultimately realising their full potential. The ALNCO attends Transition Reviews at primary feeder schools for identified pupils. Transition Summary documents (and all relevant information) are received by the school in the summer term prior to the pupils' arrival</p>

Rec'd

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at Ysgol Aberconwy in September; these records assist in facilitating/ensuring all necessary support arrangements are in place for transition week and the pupil's first day.

Year 6, 7, 8 and 9 National Literacy and Numeracy results are used to inform of ability, alongside KS2 National Curriculum levels and the transition evidence.

In addition, MIDYIS Cognitive assessments identify ability in Verbal Reasoning, Numeracy, Non-Verbal and Skills, on which targets for areas of the curriculum are set for all pupils.

In Year 12 ALPS targets set, based on GCSE results and monitored according to the traffic-light system.

Pupils are also assessed using WRAT IV, where appropriate, to evaluate Reading, Spelling and Number performance to link in with the 'Catch Up' intervention programme.

WIAT iVT, WRAT IV, NFER N/V and CTOPP2 are also used, particularly for Examination Access Arrangements. SPaRCS spelling is available for ages 13+. Handwriting ability/speed is assessed through DASH, in addition to evidence of a pupils' 'normal way of working'; the provision of word processing facilities for Controlled Assessments and GCSE/GCE Examinations is also available.

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

Pupil progress towards set targets, and attitude towards work, is recorded and monitored by the school on the completion of each Learning Journey; such information is used to inform parents and staff via Interim Reports. Formally-recorded Annual Reviews take place for all pupils with Local Authority IDPs. Records of Transition Planning, Educational Psychology Planning and Consultations meetings are maintained, as are other External agency action/intervention records e.g. reports produced by CAMHS, Speech and Language.

ABCD

Records as above are kept by the ABCD Coordinator who has responsibility as Key Worker for each individual ABCD pupil. Pastoral records are also held by the Year Mentor who liaises closely with the ABCD Coordinator. 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. Dyslexia Identity Scores highlight a pupil's feelings in relation to dyslexia and highlight risk areas.

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

More-detailed and analytical testing is carried out by the ABCD Coordinator when Year 7 pupils start their specialist lessons in ABCD; a variety of tests and assessments are used, according to the needs of individual pupils. WIAT IIIT, Dyslexia Identity Scale, DASH, CTOPP, 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; this is 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 Year and Year mentor, parents/guardians as appropriate.

Consultant's comments

There is a detailed and robust process for ensuring that records provide a rich data pool to inform interventions and progress. This data intersects with the assessment process for all pupils informing actions for all staff.

Criterion 3

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

The IEP forms a detailed and comprehensive document for reference by staff, it carefully and sensitively informs parents of progress and areas to target in the coming year, interventions are reviewed when the assessments have identified progress and areas for further development. The student contribution is a timely way to provide positive written statements to act as prompts to maintain motivation.

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

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D* - D	Average point score per pupil	Average point score per exam entry
Whole School	149	149	97		31.4	
SpLD Pupils	11	11	97		26	

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D* - D	BTEC % M	BTEC % P
Whole School	142		65.5	94			
SpLD Pupils	21		29	67			

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

Pupils in Year 9 will be entered into the LIBF assessment via maths lessons. In Years 10 and 11 links are made between school and other agencies for some pupils to be educated off site in vocational subjects. Also extended work experience is arranged when appropriate. In KS5 Conwy Linc allows pupils access to a greater range of subjects.

Consultant's comments

The school is forward thinking in seeking to gain and develop effective data and review of tests to provide continued improvement for pupil outcomes. Pupils spoke of the value of the KS5 Conwy Linc to access a wider range of subjects enabling them to benefit from existing relationships with staff and familiarity with environment, supporting SpLD students to thrive following GCSE examinations.

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

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

The ALN register is available on the school intranet and on Sims, giving details of individual pupil's needs. There is a withdrawal system for catchup and small group sizes for literacy and numeracy. Information on dyslexia is available to all teachers through ABCD staff, The ALNCo and on the school Office 365 intranet. Teacher awareness, recognition, acceptance, support and adaptation of lesson delivery plays an important part in the understanding of dyslexia. National Literacy and Numeracy test data is available for all staff, on the school intranet. The school library is available to all pupils, with full-time librarian support. Differentiation is arranged in lessons, as appropriate, by the teacher or specialist TAs. There is TA presence in classes according to individual pupil needs and timetabling.

Consultant's comments

The withdrawal system is embedded in the timetable and decisions regarding which lesson is carefully considered to take account of the needs of the individual pupil where possible.

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	<p>The librarian can support individual pupils in their development of reading through book choice.</p> <p>The register is easily available to all staff through the school intranet; some observed lessons evidenced differentiation and adaptation. Pupil books in observations evidenced a range of strategies such as close procedure to reinforce key vocabulary and support spelling of key words. Teacher feedback supported positive praise whilst adhering and signposting to the spelling policy of key departments,</p> <p>The careful deployment of TA is a significant strength in the classroom, the sensitive balance between support and development of independence reflects their experience and knowledge of specific pupils in the environment and how to build their confidence.</p>
<p>Criterion 5.2</p>	<p>b) ICT:</p> <p>The school intranet, Office 365 and Teams 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 to allow access at home. 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. There is also a suite of iPads for individual or class use in the library. The school has 8 computer suites attached to departments. ABCD also has iPads for use in lessons where necessary., and pupils are at liberty to bring their own laptops into school. TextHelp Read&Write is available on all school computers and is used by some pupils for examination purposes. Pupils are encouraged to use ICT for presentation of homework and coursework tasks where appropriate, as well as for research and revision purposes. Pupils have access to Reading Pens as required, and Exam Reading Pens for assessment. Parents are updated on appropriate ICT advances suitable for dyslexia.</p> <p>Consultant's comments</p> <p>Computers could be seen in the areas indicated; however, no use of iPads or computers were evidenced in most observed lessons, and no reading pens were used by pupils during that time. The school is actively reviewing how to enhance usage by pupils of laptops and iPads and have this as a priority development area.</p>
<p>Criterion 5.3</p>	<p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>Access Arrangements are arranged and applied for by the ALNCo and the ABCD Coordinator for their specific 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 TAs predominantly take responsibility for acting as readers, scribes, invigilators etc. E-readers (Read&Write) are used to replace the human reader in examinations testing reading.</p> <p>Pupils who are the responsibility of the ALNCo will be allocated in quiet rooms allowing computer use, according to facilitation of their own particular need. WJEC/JCQ ALN Examination Inspector's visits are regularly carried out.</p> <p>Consultant's comments</p> <p>Access arrangements met the JCQ requirements and show that evidence for need is carefully tracked.</p>
<p>Criterion 5.4</p>	<p>d) Library:</p> <p>The purpose of the school library is to promote reading for pleasure within a comfortable, relaxed and quiet environment. The library is stocked with fiction books covering a wide range of genre, interest and level of readability. This is in line with our school literacy strategy. Books are arranged alphabetically and labelled according to the Accelerated Reading Programme (APR) which is led by pupils reading for 20 minutes per day on a rolling timetable. Year 7 pupils are taken to the local library to enrol so that ebooks can be accessed from there. Non-fiction texts are available, for pupil interest and research purposes, in the appropriate subject teaching areas. Computer suites for pupil use can be found within the individual faculties, as well as a suite of iPads in the library and in the ALN base.</p> <p>ABCD has a wide range of literacy resources, including subjects taught in school, reference books, study guides and non-fiction. Its fiction library includes books covering a range of genre, interest and level of readability and all are classified in line with the ARP. ABCD is currently arranging for pupils to have access to Calibre Audio (audio books specifically for everyone who has a condition that makes reading print difficult)</p>

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Consultant's comments

The library was a well-stocked, warm and welcoming space with a knowledgeable librarian who is able to signpost and encourage learners.

6. Details of Learning Support Provision

MS 6.8 6 a) Role of the Learning Support Department within the school:

Additional Needs provision is seen within the context of the overall aims of the school to provide for the individual educational needs of all pupils by ensuring that all students are able to develop their individual talents within a caring environment to their full potential through a broad, balanced, relevant and differentiated curriculum regardless of ability. It is, therefore, the responsibility of the whole school including all teachers, parents, and governors and students to implement this overall aim. The school has regard to the ALN Code for Wales when carrying out its duties towards all students with additional learning needs, and ensure, through Eclipse, that parents are notified of any decisions regarding provision for their child. So far as reasonably practical, the school will ensure that inclusive access to the NC is being provided as an entitlement to all pupils with additional educational needs including

- The setting of suitable learning challenges
- Action being taken to respond to their diverse learning needs
- Provision to help overcome potential barriers to learning and assessment.

Consultant's comments

The ABCD is integrated into the school with staff seeking advice with regard to individual pupils in line with the ALN code of Wales

b) Organisation of the Learning Centre or equivalent:

The ALNCo, in collaboration with the head teacher and governing body, determines the strategic development of the ALN policy and provision through

- Overseeing the day to day operation of the ALN policy
- Liaising with and advising fellow teachers
- Managing the ALN team of teachers and Teaching Assistants
- Monitoring progress of individual ALN pupils
- Producing, monitoring and reviewing Individual Development Plans
- Coordinating provision for pupils with ALN
- Overseeing the records on all pupils with ALN
- Liaising with parents of pupils with ALN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, Careers Wales, health and social services and voluntary bodies.

The ALNCo, LA, parents, the individual pupil and relevant teachers will decide on the action and provision needed. This might be

- Differentiated learning materials or special equipment
- Group or individual support
- Withdrawal for catch-up sessions
- Monitoring effectiveness of provision
- Referral to LA
- Staff development and training aimed at introducing more effective strategies
- Access to LA support services

Consultant's comments

The ABCD has a transparent criterion regarding its role within the school in supporting pupils who are part of the base.

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

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 Head of the ABCD resource attends Head of Department meetings and therefore has the opportunity for input at that level. She has full responsibility for the specialist resource base on behalf of the Local Authority. She and the ABCD specialist TAs will support and advise departments and teachers with regards to delivery of lessons and adaptation for individual pupils when necessary. ABCD is currently implementing a system for a group of representatives from each curriculum area, and proposing that 10 minutes of each departmental meeting should be allocated to discussing ALN.

Consultant's comments

The Head of the ABCD resource is respected as having full responsibility for the resource on behalf of the LA, whilst being fully integrated into the school. The department is valued and inputs into the department meetings.

d) Supporting documentation, please indicate enclosed:

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

Rec'd

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

The qualifications of staff meet the CReSTeD Criteria

MS 7.7 e) Staff development and in-service training of learning support staff within last 18 months:

TEEP – teaching staff
GCSEPod – teaching staff
ALN Champions – teaching staff
Eclipse training – ALN staff
National Programme for Practising TAs (online) – TAs
When Adults Change – all staff
Invigilation training – ALN staff
Our Classroom Culture – teaching staff
Safeguarding and CP (online) – all staff
ASD Awareness (online) - all staff
TextHelp courses (online) – ALN and exams admin
Introduction to the ALN system in Wales (online) – teaching staff
'Made by Dyslexia/Microsoft training (online) – all staff

Consultant's comments

The Learning support staff are appropriately qualified and have extensive experience and knowledge.

MS Only f) 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. Detailed information on individual pupils is available for teachers
Dyslexia awareness session for NQTs and all staff new to the school, with introduction to ABCD. Sessions are held for all staff regarding updates to ABCD and general staff re-awareness of dyslexia. Information and documentation is available for access by all staff on the school intranet and Office 365.

Consultant's comments

The school staff who are new to the school have an introduction, with sessions regarding updates available. Helen Samuel undertook an audit following COVID which identified that

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further training to reinforce and build the confidence of staff would be helpful, this would be useful to redo to identify if further or ongoing exchange of good practice would be beneficial.

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

Independent Schools only

- 8 a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Parents of those pupils identified as part of the base praised the communication with both Helen Samuel and other Co Ordinator's, their willingness to listen and respond, actively communicating concerns with teachers and identifying a way forward, confirming that the teaching staff were positive in their adjustments as a result. Parents found their children benefited from an additional transfer day for pupils in the unit when preparing to move from Primary to secondary level to support changes. Parents confirmed that their children make timely progress, and their voice is listened too regarding their learning. Parents confirmed that those with a 'place' in the ABCD have an assessment and allocation related to identification at Primary level. Parents of pupils who had paid for independent assessments to identify SpLD and who had not been allocated a 'place' through the LA process are part of the school wide system for monitoring and support.

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

13 pupils attended the session, identifying that they valued some teachers for the adjustments made in some subjects to support their learning, this included printing out slides at beginning of lessons; lists of key words to support spelling; giving more time to finish work; use of coloured paper and use of laptop in lessons. They described staff as joyful, supportive and interactive with them. They praised the ABCD as an area which supports learning; talking about the difficulties with work and how to help with strategies; including going over work more than once to support learning.

Report Summary

For completion by consultants only:

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

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

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

Criteria	MS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	✓
7. Qualifications of Teaching Staff: -	
7.6 There is either an SpLD specialist teacher in the school or the school uses specialist support and advice as needed.	✓
7.7 The teaching assistants responsible for in-class support have received specific training in SpLD and will continue to receive regular Continuous Professional Development in supporting SpLD pupils.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

The Specialist teacher and Coordinator of LA Dyslexia provision has significant experience and knowledge and is in place to support pupils offered a place following identification and assessment at primary level by the LA. The criteria and resources for the provision are part of the Conwy LA provision. Teachers have mixed experience in supporting pupils with SpLD and range from excellent to satisfactory. The deployment of the TA's was exceptional and was an example of best practice in providing support which encourages independence in learning. Pupils who identify with SpLD who do not qualify for support from the provision are part of the monitoring and review for all pupils within the school, who seek to provide interventions dependent on progress and need. An audit undertaken by Helen Samuel in 2019 indicated that some staff might benefit from building confidence in strategies to support pupils, and this might be beneficial to repeat alongside further sharing of best practice.

The school meets the criteria for re registration