

Welcome to Canolfan Addysg Conwy PRU

We are a three-site Pupil Referral Unit supporting learners from Foundation Phase to Key Stage 4. Our aim is to provide a safe, nurturing and engaging environment where every pupil can progress emotionally, socially and academically.

Across all sites, we offer a personalised curriculum that meets individual needs, develops key skills and prepares learners for their next steps. We are committed to helping every young person grow in confidence, succeed in learning and move forward positively.



2025-2026

Priority 1

To establish a consistent, progressive, multi-sensory approach to phonics and reading across the PRU in line with the Curriculum for Wales.

Rationale:

Reading is essential for curriculum access and lifelong learning. PRU learners often face literacy barriers due to disrupted education or additional needs. A structured, sensory-rich approach will ensure equity and improved outcomes.

How we will achieve this:

- Audit current provision and map a phonics progression aligned to Curriculum for Wales.
- Deliver staff CPD on multi-sensory approaches to ensure consistent practice.
- Implement strategies across settings with flexibility for individual needs.
- Monitor and adapt provision using assessments, tracking tools and pupil feedback to secure improved engagement and literacy progress.

Priority 2:

To improve and embed consistent Welsh language provision across all three Canolfan Addysg Conwy sites.

Rationale:

Following Estyn recommendations, further development is needed to increase staff confidence and promote meaningful Welsh language use, supporting Curriculum for Wales expectations and the national vision for bilingualism.

How we will achieve this:

- Audit current Welsh provision, resources and staff skill levels.
- Provide targeted Welsh CPD and drop-in support to build staff confidence.
- Share best practice and promote incidental Welsh across settings.
- Ensure Welsh is visible in learning environments through signage, displays and routines.
- Monitor impact through staff feedback, learner engagement and evidence of progression.





Priority 3:

To consistently apply and monitor trauma-informed strategies across all sites to enhance learner wellbeing, behaviour, and progress.

Rationale:

Strong foundations are already in place. Further embedding and monitoring will ensure consistent practice, responsive intervention, and improved readiness to learn.

How we will achieve this:

- Refine and standardise the current trauma-informed framework.
- Use Motional and staff checklists to track implementation and impact.
- Provide ongoing CPD to deepen staff confidence and practice.
- Embed trauma-informed approaches into policy, routines and curriculum.
- Use case studies and learner profiles to evidence progress and inform support.
- Strengthen external agency links for learners with complex needs.

Priority 4:

To improve planning and feedback so they consistently support skill progression for all learners across the PRU.

Rationale:

Teachers are reflective and learner-centred, but refining planning and feedback will further strengthen progression, especially given diverse starting points and needs.

How we will achieve this:

- Audit current planning and feedback across all phases.
- Develop clear phase-specific planning templates aligned to progression steps and qualifications.
- Embed effective verbal, written, peer and self-assessment feedback strategies.
- Provide targeted CPD, coaching and shared practice opportunities.
- Create a feedback toolkit suited to PRU learner profiles.
- Increase learner engagement in feedback through structured reflection and conferencing.
- Monitor impact through book looks, observations, progress data and pupil voice.

Learning for Life in the Heart of Conwy
Dysgu am Oes yng Nghalon Conwy