



Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
Email: admin@crested.org.uk

Fairley House Re-Registration - Category DSP

Date of visit:	27th April 2016
Name of Consultant(s):	Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Fairley House School 30 Causton Street London SW1P 4AU Tel: 020 7976 5456 Fax: Email: enquiries@fairleyhouse.org.uk Web: www.fairleyhouse.org.uk	City	135 boys	Dysl Dysp	ISA
	Ind Day	59 girls Ages 5-16		SAT KS123 Nat. Curr.
Comments: Occupational and Speech & Language Therapists on site. Re-entry into mainstream education.				

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.*

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

School Details

Name of school:	Fairley House School		
Address of school:	30 Causton Street London SW1P 4AU		
Telephone:	0207 976 5456	Fax:	
Email:	mt@fairleyhouse.org.uk ; rs@fairleyhouse.org.uk		
Website:	http://www.fairleyhouse.org.uk/		

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

Name:	Michael Taylor
Title (e.g. Principal):	Headmaster
Head/Principal's telephone number if different from above:	
Qualifications:	BA (Hons) PGCE FRGS
Awarding body:	University of Greenwich, Goldsmiths College

Consultant's comments

Mr Taylor is a highly experienced Head teacher, having worked in the field of Dyslexia for more than 10 years. He is now the sole Head of both schools.
ISI commented in their 2014 report 'There have been changes to both the governing body and senior leaders since the previous inspection, which have strengthened the balance of expertise further and united both senior and junior departments as one school.'

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

Name:	Joan Cameron (Senior Department) / Jenny Lim (Junior Department)
Title (e.g. SENCO):	Both are SENCOs. Joan is a teacher and Jenny is an Occupational Therapist
Telephone number if different from above:	
Qualifications:	Joan Cameron BA PGCE OCR Dip (SpLD); Jenny Lim BSc (Hons) OT OCR Dip (SpLD) HCPC Reg
Awarding body:	Oxford Polytechnic, St Andrews College of Education (Joan Cameron); Curtin University (WA), UCL (Jenny Lim)

Consultant's comments

Both highly qualified SENCOs are part of the SMT and as such have direct input into the curriculum and organisation of the provision for SEN in the Senior and Junior schools. Their individual specialisms complement each other and help to facilitate the trans disciplinary teaching systems evident throughout the school.

1. Background and General Information

1. a) Dep't of Education Registration No.: 213/6327

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	135	100%	5-16
	Girls:	59	100%	5-16
Boarding:	Boys:	n/a	n/a	n/a
	Girls:	n/a	n/a	n/a
Overall total:		194		

Consultant's comments

Numbers are slightly higher than during the last Consultation visit, with the trend of increased girl numbers continuing.

c) Class sizes – mainstream: n/a

Consultant's comments

d) Class sizes – learning support: 6-12

Consultant's comments

Small class and group sizes ensure that the education provided is highly individualised - often with more than one teacher/therapist working with the pupils.

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

The 2014 ISI report states ' Pastoral care is a strength of the school.' The report commends the school's 'compassionate and empathetic' staff who provide highly effective support and guidance to the pupils. The report also states ' The dedicated staff team maintains excellent relationships with all pupils. This underpins the harmonious and positive interactions amongst the pupils themselves.' Positive behaviour is promoted and the school is effective in guarding against bullying. The school has high expectations of its pupils. The report states that pupils' personal development is excellent and credits this to the pastoral system.

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

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

Information provided

Consultant's comments

Independent Schools only

Fairley House has an online, downloadable prospectus which contains information on the progress of individuals who share their experiences of the school alongside comments from parents. In addition, from the website it is possible to gain detailed information on teaching and curriculum, providing parents with a very clear information on the school, its ethos and its provision.

There is a comprehensive list of teaching staff and therapists with their qualifications - the majority of teachers and therapists have, or are in the process of attaining an OCR qualification. The school is a centre for this and offers OCR Level 5 and 7 aiming to develop this further so that staff can attain a SpLD qualification unique to Fairley House.

The most recent ISI inspection took place in January 2014 and the school was found to excel in all areas, specifically the quality of pupils' achievement, personal development and governance, leadership and management.

Fees are currently £9,974 going up to £10,100 per term in September 2016. Should parents want their child assessed the fees for this are £375 - £1000.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Aims

Our charity aims to transform the lives of children with specific learning difficulties (SpLD) and to provide encouragement to their families.

We do this by:

- Providing a first class education for children with SpLD.
- Giving children with SpLD the skills and confidence to maximise their potential after 2-3 years at FHS in mainstream education and throughout their lives.
- Ensuring that children's needs are met by offering a unique trans-disciplinary assessment and whole school approach.
- Seeking to influence the lives of SpLD families outside our school community through research, teaching, training and advocacy.
- Maintaining dialogues with government agencies children's services and voluntary sector organisations and through partnerships with research bodies and higher education institutes.

In the pursuit of our goals we are committed to;

- Advise and work in partnership with parents to provide hope and to achieve the best possible long term outcomes for their children.
- Reward the professionalism and dedication of our staff by ensuring that our workplace is safe, enjoyable, stimulating and supportive of their individual career ambitions.
- Our belief that Fairley House is a dynamic and innovative environment where children thrive and are happy.

The ethos of the school

Children attend the school to address their specific learning difficulties robustly and intensively. In most cases they have failed in their previous school(s). They are likely to have low levels of literacy and/or numeracy and lack confidence and self-esteem. Teaching is tailored to the needs of the individual child, identified through initial and ongoing assessment and is delivered by teachers, therapists and assistants with an understanding of, and expertise in, specific learning difficulties. They constantly further their expertise by pooling ideas, information and skills and through working together and observing each other's' practice. All teaching and therapy staff qualify as specialist SpLD teachers by taking the OCR certificate which the

school runs through its training unit.

The whole school approach at Fairley House is trans-disciplinary and education and therapy are integrated. Transdisciplinary working refers to a blurring of professional boundaries as staff from different disciplines work together in a more integrated way than staff with a multi-disciplinary approach. Working together enables staff to understand the others' skills and to begin to acquire skills from each other. Understanding each others' skills means better implementation of the findings from assessment. Also, a greater number of therapeutic aims can be achieved within the classroom, reducing the need for children to be withdrawn and miss lessons. The outcome of transdisciplinary working is a holistic view of the child that is greater than individual professionals working separately could create.

The school aims to provide rich and stimulating multi-sensory learning experiences which engage children and capitalise on their strengths while helping them to overcome weaknesses. Children are helped to be aware of their learning style preferences and also learn to use different learning styles matched to the task. We emphasise the development of the whole child, helping children to develop confidence, achievement and independence through an encouraging, nurturing ethos where everyone succeeds. The average stay is two to three years, after which the majority of children return to mainstream schooling. Children succeed in mainstream where previously they have failed because their skills are improved and they have developed compensatory strategies.

Consultant's comments

The staff at Fairley House have succeeded in bringing together a large variety of teaching and therapeutic techniques and presenting them through trans-disciplinary means. In doing so they have created a highly effective, individualised, educational environment for all of their pupils. This enables pupils to achieve, in the majority of cases, and return to the mainstream environment where they achieve successes which appeared unattainable before attending Fairley House.

Criteria
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed Information provided
- 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** Information provided
 - iv. **Admissions Policy/Selection Criteria**
 - v. **Identification and assessment**

Consultant's comments

Being a DSP school the SMT and Governors are wholly in support of the SEN policy which clearly outlines the aims and ethos of the school with regard to the SEN of the pupils and which forms the core of the school's individualised, trans-disciplinary approach to the teaching of pupils with Dyslexia.

Fairley House accepts children after a three day visit to the school where they have a trans-disciplinary assessment as well as spending time socially with

their peers. This assessment is extremely thorough and there are assessments from an Educational Psychologist, Speech and Language Therapists and Occupational Therapist who all work within the school. Following this, feedback is given to the parents as to whether the school feels they can help the child, and if so, in what way. Children are generally either Dyslexic and/or dyspraxic and of at least average IQ. The most common difficulties are with literacy and/or numeracy. Children with social, emotional or behavioural difficulties, including children with hyperactivity caused by ADHD are not accepted and the school is not registered with the DfE to accept children on the autistic spectrum. In addition to assessments provided for prospective pupils, Fairley House has an assessment centre which can provide a range of assessments.

- Educational Psychology Assessment
- Specialist Teacher Assessment
- Speech and Language Assessment
- Occupational Therapy Assessment
- Multi-Disciplinary Assessment

Criterion 4

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

In order to enrol in the school all our pupils are assessed and accepted into the school on the basis of their SpLD. The entire school is structured and to respond to these needs.

We have a permanent Principal Educational Psychologist working on site.

The children receive specialist (OCR 5 trained) teaching for English and Maths in small, attainment based groups. As a matter of general policy there is regular high-quality in-service training for all staff.

We have a very favourable staff:pupil ratio of 1 to 3.5 so that children receive individual attention and work in small groups. Classes are no larger than 12 with small groups of about 4 to 6 children (although some therapy may be delivered individually or in pairs)

Speech and language and occupational therapy is integrated directly into the children's education. A large portion of the therapy is delivered directly through the curriculum with therapists working in the class room alongside teachers. The full time qualified SALTs and OTs all work on site.

We utilise withdrawal therapy ("time-out") if we feel this will best meet a child's needs. Therapists will link therapy sessions with curriculum objectives as far as possible to support the transdisciplinary and coordinated programme for all pupils.

Children are taught various strategies to compensate for any difficulties. For instance, children learn the memory strategies of visualisation, rehearsal and repetition and use them to learn information in lessons so that the strategies become internalised and automatic. We display learning strategies on every class room wall.

Metacognitive strategies are incorporated across the school, for instance asking children to reflect on their favoured learning style or to think about what learning style best suits a particular style

[Consultant's comments](#)

Independent
Schools
only

The whole school is focused on the needs of children with dyslexia/SpLD. The curriculum, the timetable, lesson planning and delivery are all directed at meeting the needs of the individuals within the groups. Highly detailed Individual Education plans are produced for every child and updated termly. These plan are used throughout the school to inform teaching, therapies and approaches across the curriculum.

- e) Number of statemented pupils: 47

Consultant's comments

A variety of Local Education Authorities place children at the school, the majority of which pay part or all of the fees.

- f) Types of statemented needs accepted:

Dyslexia, dyspraxia, speech and language difficulties.

Consultant's comments

3. Identification and Assessment

Criterion 1
DSP 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:

Pupils are assessed before entry into the school. The assessment takes places over a three day visit to the school and involves an Educational Psychologist and in many instances an Occupational Therapist and a Speech and Language therapist. Once the assessment is concluded we provide feedback to the parents.

Consultant's comments

This is an extremely thorough assessment.

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

Once assessed children are offered a place at the school depending on the nature of their SpLD needs. During their time at the school we do not screen but we assess in great detail.

Consultant's comments

All children are identified as having SpLD through the initial assessment and following this during their time at the school their progress is tracked through annual assessments using several standardised assessments such as the New Group Reading Test, Helen Arkell Spelling Test, PUMA, MALT and maths assessment. There is also a termly analysis of pupil writing by specialist teachers.

Each child also has a comprehensive, interdisciplinary IEP which informs the approach taken to meeting their individual needs.

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

Children are assessed before entry and the standardised assessments used by the team can identify specific learning difficulties in the areas of phonological awareness /processing, speech production, literacy, numeracy, handwriting, receptive and expressive language, social skills, word finding, auditory working memory, visual perception, fine and gross motor skills, motor planning and sensory processing. The assessment is broader than a dyslexia assessment and can identify dyspraxia, language delay or disorder and social and communication difficulties. In their final year, children have an EP re-assessment so that future schools can have an up to date picture of a

child's cognitive and attainment profile.

Consultant's comments

It is of great benefit to the pupils that the school has an EP working on site, plus additional consultant Educational Psychologists.

4. Teaching and Learning

4. a) How is the week organised?

We deliver the national curriculum (with the exception of Modern Foreign languages) Lessons are planned using common school formats. We offer 55 minute numeracy lessons five times a week, 55 reading lessons four times a week and 30 minute word study (spelling) lessons five times a week.

Teaching of literacy and numeracy is delivered in to groups graded by ability.

Consultant's comments The timetable is carefully structured so that pupils are able to benefit from intensive multisensory work in both English and Maths whilst still being able to access core and curriculum subjects. English and Maths are generally taught in the mornings in the Senior school and the afternoons in the Junior school, alongside writing on occasions. The groupings for these subjects are smaller than for other curriculum subjects enabling more intensive individualised multi sensory work.

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

We set regular homework at an achievable level in order to re-inforce classroom learning. We offer a daily homework club in order to re-inforce the learning experience.

Consultant's comments

In addition to using homework diaries to record Homework tasks, the school is developing its Virtual Learning environment so that work can be accessed from home by pupils and parents. Teachers will be able to set and mark work through this medium. Lessons can be recorded and used for revision or catch up. As yet it is not being used throughout the school for this purpose, but over two years of development have produced a large bank of resources unique to the school. As children progress through the school and become familiar with this method of working it should prove to be a very useful tool for parents as well as children and teachers.

c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- *Curriculum subjects*
- *Literacy support*

Lessons are planned using common school formats. All lesson plans aim to have a learning objective with differentiated activities. The lesson will also place an emphasis on integrated school wide memory strategies. The lessons are saved electronically in a shared staff drive on a weekly basis and include assessment information. Medium term plans are included in the schemes of work and teachers use these to produce their own short term weekly plans. Separate Reading, Spelling and Numeracy plans are completed.

Consultant's comments

This consultant observed a variety of lessons including RE, Science, Maths, Literacy and English. All lessons had been carefully planned and planning and teaching showed evidence of the teacher's awareness of the needs of the individuals within the group. IEP targets were incorporated into the lesson planning. Worksheets had been produced by the teachers themselves so that they were accessible to the pupils. Text on the

Criterion
3 & 4

worksheets was large and well spaced. Tasks were clear and backed up by clear instructions from staff. Pupils were engaged by the variety of multisensory activities and there was plenty of opportunity for pupils to express themselves verbally. Praise was often forthcoming and there was a good emphasis on developing vocabulary and extending verbal expression throughout - taking into account the specific needs of the children in the group. Teachers clearly had very good relationships with the children and showed their understanding of them as individuals. Pupils were seen to help each other on more than one occasion and worked well together on paired tasks.

This year Fairley House has extended the curriculum and intake to Key Stage 4 so that older pupils who are not able to flourish in mainstream will be able to access appropriate examinations and continue to receive intensive individual support.

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

Individual Educational Plans are written and reviewed termly. They are written jointly by the child's key teacher and therapist. They are reviewed in meetings with teacher, therapist, parent and child and the review feeds into the next IEP. Please find a two IEP and report examples attached to this email.

Please indicate **two examples** enclosed

Information
provided

Consultant's comments

Individual Education plans are extremely detailed with strengths and weaknesses outlined in the areas of Cognition and Learning, Literacy and Numeracy, Speech, Language and Communication and Perceptual and Motor Skills. They contain Long term objectives and parental support targets as well as SMART targets, strategies to be used to achieve these and a programme of study in the relevant areas. The IEP is reviewed termly with parents and child; in preparation for this meeting a detailed report is produced from all teachers and therapists. The meeting is minuted and parent and child's views noted along with newly identified areas of need (if any). Following this a new IEP is produced. This is a very detailed process, requiring a great deal of teacher/therapist input. Through the production of these IEPs the staff show their dedication to providing the best individualised programmes for their pupils.

e) Records and record keeping:

All assessment data is recorded on the school internal database to allow ease of reference and data analysis to take place. All pupils have a 'Record of Achievement' file, which celebrates the children's work and builds up a portfolio of assessed work intended to demonstrate achievement to the pupil and parents

Consultant's comments

Detailed assessment information is kept on all individuals by which it is possible to track progress and monitor the effectiveness of remediation. All staff are able to access this information and all other pupil data through the school's intranet. Each pupil has an individual paper file with their tests, review information where relevant and Access Arrangements in addition to any other evidence of achievement. These are kept securely in the school offices.

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

Each pupil has detailed historical information stored on the intranet showing

Criterion 3

results of testing and progress made. Parents are provided with IEPs which give current attainments in assessments, outlines of their child's SEN, and specific programmes which will be followed in areas of need including Speech and Language, Literacy, Numeracy and Occupational Therapy and any social/emotional needs. The IEPs could reflect progress made in testing in key areas for that individual. Provision outlined is extensive and very personal to that child and for termly IEP reviews teachers produce detailed comments on the pupil's progress. Minutes from these meetings show the impact provision has made through progress towards the SMART targets set in the IEP along with parental and child views on progress and provision. It is clear from the documentation that provision at Fairley House is highly individualised and based on a very thorough knowledge of the child and their needs and taking into account the views of teachers, therapists, parents and child.

Criterion 3 g) Impact of provision – assessment summary for all pupils (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	N/A				
SpLD Pupils	N/A				

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	N/A			
SpLD Pupils	N/A			

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	34	62%		50%		N/A	
SpLD Pupils	34	62%		62%		N/A	

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	N/A						
Dyslexic Pupils	N/A						

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

We have a series of assessment and examination cycles. Annually we assess using the following:

- The Helen Arkell Spelling Test 2
- New Group Reading Test
- The MALT Maths test
- WIAT-II spelling test
- Single word reading test 6-16

For KS 4 we offer a mixture of GCSE examinations, Entry Level Certificate, Cambridge National Qualifications and a vocational Art & Design qualification. In Summer 2016 there will be three candidates sitting GCSE Maths. In Summer 2017 we hope to have a further eight candidates sitting a range of final assessment.

Consultant's comments

These are pleasing results for children with specific literacy and numeracy difficulties. The introduction of GCSE will enable the school to extend the support it is able to give into KS4 to improve pupils' likely achievement at this level.

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

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

We have a low distraction environment (small rooms with carpeted floors to enhance acoustics) There is a SMART board in every class room. We have access to any necessary books and materials to make the environment dyslexia friendly. Other resources include using oranges to squeeze to teach 'squ' or bouncing a wet sponge ball on dark coloured paper to make a circle to study diameter, circumference etc. All classrooms have noise cancelling headphones for pupils to use as required. Laptops are provided in the classroom for every pupil and can be adapted with additional hardware e.g. adapted mice and/or keyboards, to suit the needs of each pupil. The Lambeth Road gym is equipped with specialist sensory integration equipment and maintained by the OT team

Consultant's comments

The school is very well resourced with teachers using relevant standard materials produced for the teaching of Dyslexic children, alongside ones they have produced themselves. There are also in-house resources available through the VLE. Displays around the classrooms are very personal to the pupils and show a multi-sensory approach to learning across the schools. Cross-curricular days and a wide variety of trips for experiential curriculum enrichment are also a valuable resource.

Criterion 5.2

b) ICT:

We provided easy access to laptops for Year 1 to 4 and individual access for Year 5 to 10. We offer touch typing for those who are sufficiently literate i.e. reading age above 7.6 to 8.0. Class set of Macs in the senior department for ICT lessons and for other teaching opportunities such as computer aided design in Design Technology. All Y10s are provided with a Microsoft Surface. We also use wobble cushions to provide sensory feedback.

Consultant's comments

Pupils commented on the value of the IT provision in the school and were seen to be making use of the Surfaces during an English lesson. Being able to take these home and having access to the internet throughout the school enables the older pupils to make good use of IT for research purposes as well as producing work which can be sent to teachers via the VLE. Smart boards are in every classroom and used on a regular basis and younger pupils benefit from easy access to laptops. Older pupils who require a larger keyboard can have access to a laptop also. IT is widely used throughout the school as a tool, but the value of hand written work is also recognised. Relevant and up to date programmes are in use to supplement the multi sensory work done in the classroom - learning ladders are used in both

Criterion 5.3	<p>c) Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>There are access arrangements in place for KS4 examinations and more generally for all school examinations. Support arrangements include some or all of the following: extra time, use of a laptop, a scribe, a reader, a practical assistant and an oral language modifier.</p> <p>Consultant's comments</p> <p>Appropriate access arrangements are made through JCQ - there are three teachers in the school with the relevant qualifications to apply for these as well as the Educational Psychologist working on site.</p>
Criterion 5.4	<p>d) Library:</p> <p>Our library was refurbished in July 2015. We have a range of books and access to iPads with electronic books. The library provides bean bags, iPads and books. It is often used by the pupils during break time as a relaxation area. The library at the Junior Department is small, cosy and popular.</p> <p>Consultant's comments</p> <p>This Consultant observed pupils using the library during break times for working and relaxation. It is well stocked with appropriate reading materials and attractive reference books which the pupils enjoy. In the junior school the library is being further developed with a greater selection of books and beanbags for the children to enjoy.</p>

6. Details of Learning Support Provision

DSP 6.1	<p>6. a) Role of the Learning Support Department within the school:</p> <p>The whole of the school is designed to meet the needs of children with SpLD. As such there is no one LSD.</p> <p>Consultant's comments</p> <p>b) Organisation of the Learning Centre or equivalent:</p> <p>n/a as we have whole school provision</p> <p>Consultant's comments</p> <p>The SENCOs ensure that the system of assessment, IEPs and targeted teaching runs smoothly in both schools and that therapists and teachers work closely together. Their work in ensuring the timely production of detailed and effective IEPs and reviews is pivotal in ensuring the pupils receive highly individualised and effective teaching across the curriculum.</p> <p>c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?</p> <p>As above</p> <p>Consultant's comments</p> <p>There are two SENCOs who are both members of the Senior Management Team and who have direct input into curriculum design and delivery, working closely with the Head Teacher. Ms Cameron is a specialist teacher and Ms Lim is an Occupational Therapist who, working together to ensure a co-ordinated trans-disciplinary approach to learning throughout the junior and senior schools.</p>
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- 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**
- Information provided

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
Fairley House is an OCR centre through which most of its teachers and therapists have obtained qualifications to Level 5 and above. It is intended that the school will develop its own qualification and that all staff who take foundation subjects will take this in the future.
- DSP 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 permanent teaching staff and therapists have nationally recognised training and or are currently in training (OCR Level 5 or 7)
Consultant's comments
A very highly qualified staff is responsible for the teaching of literacy skills.

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 children of a variety of ages were contacted and all were happy to give their opinions of the school. Their children had been at the school for differing lengths of time but the consensus from all was that attending Fairley House had been very beneficial for their children.
Parents talked about improvement in confidence and in achievement. 'Fairley understands.' The 'teaching is fantastic', the 'staff are very welcoming'. Parents felt that communication between school and home is good - 'they respond immediately' and talked about their involvement in the production of IEPs. The school had been recommended to some parents.
One parent explained that they felt that the way in which Reading, Spelling and Writing were separated helped their son with his literacy difficulties and the way in which Maths was explained helped pupils overcome the barrier to understanding maths that difficulties in literacy could create. Small class sizes were also felt to be very important in helping their children.
- b) *For completion by consultants only: SpLD pupils' responses regarding their*

experience of the school and teachers:

Seven pupils met with this Consultant for 45 minutes - four girls and three boys. The pupils were all very co-operative, polite and happy to discuss their school, for which it was evident they have a lot of affection and pride. All the pupils were able to identify teachers to whom they could go if they had a problem; one pupil mentioned the names of three different members of staff to whom he could turn depending upon the type of problem he had. They could all identify areas in which they had made progress and which they felt that their parents could also see improvement in. The pupils thought that smaller classes meant that they had more teacher attention and help. They felt that their access to IT and after school homework tutorials were reasons for progress and one identified the method of breaking topics up in History as being very helpful. Some thought that improvement in confidence and having a greater circle of friends than in previous schools was an advantage of Fairley House. Comments about their teachers were very positive 'they push you but not strictly.' 'They help you with problems outside of school' and one said that when he came to the school he 'suddenly felt at home.'

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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓
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.	✓
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.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Fairley House is a school which strives for and, in this Consultant's opinion, achieves excellence in its provision for children with SpLD. The trans-disciplinary work of highly qualified and experienced teachers and therapists creates a very effective multi-sensory learning environment across the curriculum. Parents and pupils recognise this and praise the staff and their methods. Pupils are clearly happy at school and show real affection for their teachers, in particular for Mr Taylor - this Consultant saw children spontaneously hugging him as he entered their classrooms. Annual assessments are used to identify areas of strength and need and detailed planning results in highly individualised and successful learning programmes.

It is the school's aim to be able to return pupils to mainstream schooling within 2-3 years of intensive work, however, in recognition that this may not always be possible, they have developed a KS4 curriculum to continue to be able to support older pupils and enable them to have access to a range of appropriate examinations.

Future plans to develop its own training programme in conjunction with OCR and to further develop the use of the Virtual Learning Environment show that Mr. Taylor and the Senior Management Team, supported by Governors are looking to further develop provision and skills.

I recommend acceptance of the application for re-Registration as a Dyslexia Specialist School.