



Council for the Registration of Schools Teaching Dyslexic Students

Administrator:

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

Email: admin@crested.org.uk

Fairley House School Re-registration Application Form Category DSP – Dyslexia Specialist Provision

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: info@fairleyhouse.org.uk Web: www.fairleyhouse.org.uk	City	127 boys	Dysl Dysp	ISA
	Ind Day	76 girls Ages 5-16		GCSE BTEC & various others
Comments: Occupational and Speech & Language Therapists on site. Re-entry into mainstream education.				

Date of visit:

12th October 2023

Name of Consultant(s):

Fay D Cookson

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:	Fairley House School		
Address of school:	30 Causton Street, London, SW1P 4AU		
Telephone:	0207 976 5456	Fax:	
Email:	info@fairleyhouse.org.uk		
Website:	www.fairleyhouse.org.uk		

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

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

Consultant's comments

Michael Taylor has been Head of Fairley House for the past thirteen years. He is an experienced and charismatic leader, with an in-depth understanding of students with learning differences. Well-liked and respected by parents, students, and the staff team, he leads the school with expertise, humour and compassion.

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

Name:	Heather Smith / Alex Benkreira		
Title (e.g. SENCO):	SENCO / Deputy Head (SENCO)		
Telephone number if different from above:			
Qualifications:	BA (Hons) PGCS Dip/HE and Bed (Hons) Dip SpLD Hornsby		
Awarding body:	Heather - IoE for PGCE SPLD – Fairley House. Alex – Diploma- Hornsby. NASECO –Middlesex (Real Training)		

Consultant's comments

The two SENCOs are well qualified, experienced teachers, who carry out their role with energy and creativity to the benefit of all students. Additionally, they are able to offer vital support to the teaching team and to parents.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	N/A		
b)	Numbers, sex and age of students:	Total	SpLD	Accepted age range
	Day:	Boys:	127	100%
		Girls:	76	100%
	Boarding:	Boys:	0	
		Girls:	0	
	Overall total:	203		
	Consultant's comments			
	Numbers have increased slightly since the previous visit. The material change inspection, carried out earlier this year, allows the school to take up to a maximum of 250 students. However, the intention is to keep classes small in order to maintain the high level of individual attention.			
c)	Class sizes – mainstream:			
	Consultant's comments			
	All classes observed had 6-12 students.			
d)	Class sizes – learning support:			
	Consultant's comments			
	Individual support sessions for Occupational Therapy/Speech and Language therapy were also observed			
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:			
	An ISI Regulatory Compliance and Educational Quality Inspection was carried out in November 2021, followed by a Material Change inspection in June 2023. All the standards were met. It was found that students are helped to 're-enter education on a positive footing...enabling them to rebuild their lives with new confidence and self-esteem.' Fairley House believes that 'only confident, happy children can develop a genuine love of learning.' The 'warm and supportive pastoral care' offered at the school is borne out by comments received from the students and their parents.			
f)	Current membership (e.g. HMC, ISA etc.):	ISA		
	Consultant's comments			
	Membership of this body is appropriate.			
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	i. Prospectus Staff list		
		ii. Reports		
		iii. Fees		
	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			

A
Regulatory
Independent
Schools
only

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iii. **Details of Fees and compulsory extras for SpLD students** (if applicable), please indicate copy enclosed

or provide link to view information via the internet

Consultant's comments

There is an attractive and informative online prospectus, which is downloadable. Inspection reports are available and are extremely positive in content. Fee increases are avoided where possible but are reflected in the high level of professional expertise on offer and in the school's Central London location.

2. Policy and Philosophy with Regard to SpLD Students

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 our outreach, 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 others' practice. All teaching and therapy staff qualify as specialist SpLD teachers by taking the Fairley House Certificate (specialist teachers/GCSE) or 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

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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 school 'aims to transform the lives of children with learning difficulties (SpLD) and to provide encouragement to their families.'

Comments received from students and their families agree that this is their experience of Fairley House.

Arrangements made for the students, academically, socially, and pastorally allow them to achieve and thrive in a happy and caring atmosphere.

The addition of Years 10 and 11, and the advantage of studying for exams at this level, has meant that students stay longer at the school and benefit hugely from the opportunities this offers.

The transdisciplinary education offered at Fairley House gives a truly holistic approach to teaching and learning. It utilises everything that is best about the expertise of the teaching staff and therapists who are able work together, to the benefit of all the students.

Criteria
1 & 2

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

No handbook per-se just policies accessible on a shared drive.

- c) If not within SH, please enclose copies of whole school **policy statement(s) with regard to SpLD students** 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 Documents Received

Consultant's comments

The Code of Conduct is made clear to all who work at Fairley House.

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Criterion 4

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

The SEND Policy is thorough, robust and informative. It is reviewed on a regular basis in order to keep abreast of current recommendations. The Policy outlines clearly how the process of assessment and interventions are implemented. There is 100% support from the Governors for the SEND policy. The Governing body has a wide range of expertise and a common aim for Fairley House to retain its status as a 'Beacon of Excellence' in the SEND field. The three-day trial period, as described in the Admissions Policy, is an excellent tool for making sure that the school is the right fit for each student before any commitment is made by the parents or the school. If it is deemed that Fairley House cannot meet the needs of a child, the parents will be guided towards other options. Fairley House has its own Assessment Centre. Experts can identify specific areas of need and give advice regarding targeted support. Students' progress is tracked during their school career and on-going assessment further informs as to their needs.

In order to enrol in the school all our students 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: student ratio of 1 to 3.5 so that children receive individual attention and work in small groups. Classes are no larger than 12/13 with small groups of an average of about 4 to 6 children (although some therapy may be delivered individually or in pairs and our GCSE groups may vary in size because of option choices).

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 classroom 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. This can be on a 1:1 basis, but we feel that small group work works best as the students go up the school.

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 are on every class room wall.

Metacognitive strategies are incorporated across the school, for instance asking children to reflect on their favoured learning style or

Consultant's comments

The whole school timetable is designed to meet the specific needs of the students. Teachers and therapists are aware of individual learning differences. Strategies, resources, and equipment are available to provide a scaffold to learning. Teaching

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Independent Schools only		Assistants are on hand to give individual support when necessary and differentiated tasks are given to match needs and abilities.
	e)	Number of statemented / EHCP students: 59%
		Consultant's comments
		This is an increase from the 37% noted at the previous visit in 2019.
	f)	Types of statemented / EHCP needs accepted: A wide variety of needs accepted and catered for.
		Consultant's comments
		EHCPs are accepted where the school feels able to meet the needs of the child. The range of specific learning differences catered for at the school is diverse.

3. Identification and Assessment

Criterion 1
DSP 6.9

3. a) Give details of how you identify students in your school who have or are at risk of SpLD and when this takes place in the admissions process:

Students are assessed before entry into the school. The assessment takes place 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 in a Case Conference, then they meet the Head in a meeting to discuss any questions they may have. During the three day assessment the tutor of the child for the three days and those who might have taught that child are asked for their feedback on the child's potential fit for the school.

Consultant's comments

Information gathered during the three-day assessment, and subsequently when the student has joined the school, is invaluable. The data collected on each student is vital in the planning and delivering of the tailor-made teaching programme and/or therapeutic intervention.
- 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. The students' scores are monitored regularly and acted upon accordingly. In KS4 students requiring additional access arrangements are identified and applied for, many gain readers, scribes, prompters, extra time and access to a word processor.

Consultant's comments

This high level of ongoing assessment is a valuable addition to the education of each student, ensuring that the teaching and learning programmes remain relevant and effective.
- 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

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/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

The high level of assessment expertise provided by the school is second to none.

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. Up to KS4 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. Writing has two hours a week allocated for it and this is taught by the class teach or English specialist and an OT or SLT depending the needs of the class. In KS4 the timetable focus on the option choices with, again, additional time set for the core subjects (English, Maths and Science). Students in year 10 have an individual tutor who works with them and helps to manage their workload. Years 10 and 11 have an extra hour at the end of the day where they can start their homework, have additional lessons if required (revision groups) and these are all supported by staff. These sessions, although run a basic timetable are bespoke to the student and change according to the needs of the student that week/day.

Consultant's comments

The way the curriculum is delivered is suitable for most students. Bespoke sessions cater for those students who need additional input.

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

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

There is a homework club Monday-Thursday with Friday being offered if requested by the parent. The students are supported with their work as required by a member of staff. Year 10 and 11, as mentioned above have an additional hour where their needs are addressed in the form of structured homework/independent study, additional lessons and time with their individual tutor to go over anything that is required. OTs, SLTs and Teachers are available at this time as well. Students in year 10 and 11 have the choice to stay later if they wish and this is communicated via the Head and Heads of KS4.

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Criterion
3 & 4

Consultant's comments

Students and their parents spoke positively about the high level of extra support on offer through Homework Clubs and additional Tutor time. Taking the stress out of homework is valuable for family life.

- c) Lesson preparation and delivery to meet the needs of SpLD students 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, Word Study and Numeracy plans are completed.

Consultant's comments

Lesson plans seen during the visit were on point. Learning objectives were clear and detailed medium term planning allowed teachers to create their own short-term plans. Differentiated activities were in evidence and needs of students were noted to signal teachers towards specific areas to be addressed.

- 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 teachers (Literacy and Maths) and therapist. They are reviewed termly in meetings with the teacher, therapist, parent and child. These then feed into the next IEP. Please find a two IEP and report examples attached to this email.

Please indicate **two examples** enclosed

Rec'd

Consultant's comments

The IEPs provided were excellent working documents. Students have input regarding their own targets and progression could be seen in the achievements recorded. Ensuring that targets are attainable and therefore relevant to the students' progress enhances self-esteem.

- e) Records and record keeping:

All student information i.e. Special Needs, IEP Reports etc are stored on Central Management Information System PASS. All test data is recorded on the school internal database to allow ease of reference and data analysis to take place. All students 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 student and parents.

Consultant's comments

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Record keeping is efficient. Ease of reference to records allows staff to see current information on each student and to keep lesson planning relevant to their needs. The Record of Achievement is particularly helpful in building confidence and self-esteem.

Criterion 3

f) For comment by consultants only: Review history of provision made for two students.

The detailed history of provision shows how well the school knows and understands individual students and their specific areas of need. Progress is tracked and students are rewarded by seeing their own achievements.

Criterion 3

g) Impact of provision – assessment summary for all students (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE. BTEC	No. of students Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per student	Average point score per exam entry
Whole School						
SpLD Students						

GCSE & BTEC	No. of students 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	N/A						
SpLD Students	22	60%					

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

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

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 and PUMA Maths Test
- Single word reading test 6-16
- MIDYIS
- AQA English and Maths

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For KS4 we offer a mixture of GCSE examinations, Entry Level Certificate, Cambridge National Qualifications and a vocational Art and Design qualification.

Students also do a cognitive Yellis test at the start of the academic year, which offers a start point for teachers to set target grades for the individual students.

Consultant's comments

The pass rate for GCSE is extremely promising.

Annual assessment, using the tools described, is thorough and helpful in identifying new or ongoing areas of need.

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

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

We have a low distraction environment (small rooms with carpeted floors to enhance acoustics) There is a SMART board in every classroom. We have access to any necessary books and materials to make the environment dyslexia friendly. Other resources and teaching styles 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.

Consultant's comments

Fairley House is fully resourced with all the books, games and teaching aids necessary for multidisciplinary/transdisciplinary teaching and learning. Classrooms are small and friendly with furniture that is designed for comfort, including 'wobble' stools for those who find sitting still a challenge. The environment lends itself to collaborative and interactive learning. Equipment for all the practical subjects is state of the art and the large OT suite caters for students needing climbing balancing and swinging activities. Students have everything they need to make learning and therapy not only effective but great fun.

Criterion 5.2 b) ICT:

All children have individual access to a laptop or Surface. We offer touch typing for those who are sufficiently literate i.e. reading age above 7.6 to 8.0, and will provide a access to this at home as well. 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 Y10 and 11 are provided with a Microsoft Surface (or laptop as appropriate). ICT is provided for the education of the student, and this is judged carefully relating to the needs of the child. GCSEs are moving towards a more independent learning style so those find that a more comfortable approach to working. There are a number of Reading Pens around the school, so students requiring that additional support can trial and use these as necessary. The needs of the students in relation to ICT is always being assessed and so to is the technology used. This results in a diverse use of resources, 'old' and 'new' who feel more comfortable using ICT in class at this level are given the opportunities to do so and this is reflected in their access arrangements.

We use a number of computer based programs such as Reading Eggs, Kerboodle, My Maths and Hegarty Maths to work alongside our teaching to support the students. Students have access to these at home as well. A number of computers have Read Write Gold, Dragon Dictate or Clicker 6 for those who find that a more comfortable approach to working. There are a number of Reading Pens around the school, so students requiring that additional support can trial and use these as necessary. The needs of the students in relation to ICT is always being

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		assessed and so to is the technology used. This results in a diverse use of resources, 'old' and 'new'.
		Consultant's comments
		ICT throughout both sites is very good. Students were observed using laptops, learning to touch type and utilising smart boards for interactive and collaborative learning.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD students: 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
		Consultant's comments
		Students spoken to were familiar with their access arrangements and were able to practise them in advance of the exams. The arrangements are based on the students' normal way of working and as such are effective in examinations, providing a level playing field.
Criterion 5.4	d)	Library: Our Junior library was refurbished in 2018. We have a range of books on both sites with access to iPads with electronic books. The library provides comfortable seating, iPads, newspapers, magazines, comics and books. It is often used by the students during break time as a relaxation area. At the Senior School Homework Clubs also occur in the library encouraging a quiet and peaceful workspace.
		Consultant's comments
		There is a good range of suitable books and reading material available in both the Junior and Senior school.

6. Details of Learning Support Provision

DSP 6.1	6.	a)	Role of the Learning Support Department within the school: The whole of the school is designed to meet the needs of children with SpLD. As such there is no one LSD. Consultant's comments As Fairley House is a SpLD school all the teachers and therapists are specialists and have a learning support role.
		b)	Organisation of the Learning Centre or equivalent: n/a as we have whole school provision. Consultant's comments As stated above.
		c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery? As above Consultant's comments The two SENCOs have HOD status and therefore have curriculum input.
		d)	Supporting documentation, please indicate enclosed:
	vi.		SEN Development Plan (or equivalent) enclosed
			Rec'd

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vii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Rec'd
viii. List of known SpLD students in school	Rec'd

7. Staffing and Staff Development

Criterion 7	7. a) Qualifications, date, awarding body and experience of all learning support staff:	Please refer to our main staff list (see link) which provides a listing of all qualifications for our staff. Everyone who teaches literacy has a specialist qualification or is in the process of studying for one. By virtue of the nature of our school all staff have experience working with children with SpLD, those that do not teach literacy now undertake the Fairley House Certificate. Their years of experience varies dependent upon their career history <i>Consultant's comments</i> The teaching staff and therapists are all highly qualified and experienced specialists in their respective field.
DSP 7.3	b) Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.)	All permanent teaching staff (English) and therapists have nationally recognised training or are currently in training (OCR Level 5 or 7). All other staff (specialist teachers) have the accredited Fairley House Certificate. <i>Consultant's comments</i> This was confirmed.
Criterion 4	g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD students within their departments?	A number of lessons and therapy session were observed during the visit. These took place in bright, comfortable classrooms, which were well-equipped for the varying needs of the students. Lessons and therapy sessions were well planned and taken at a suitable pace. The students had excellent support and were allowed to take ownership of their learning and to reflect on past knowledge. Teachers made learning objectives clear and remained true to the school's maxim 'if they can't learn the way we teach, then we teach the way they learn.' If students were struggling teachers were seen to find other ways of helping them understand. There was good use of ICT during lessons, where many students were using laptops. SMART boards were utilised, adding an interactive dimension to collaborative learning. Throughout the visit, in both the Junior and Senior school, best-practice teaching was observed. Importantly the students were happy and seen to be having fun. Good humour prevailed.

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

Independent
Schools
only

8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD students 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:

There was an overwhelmingly positive response from parents contacted by phone or email. They were unanimous in praise of the school and how it has benefitted their children. All spoke highly of the Head, the SENCOs, the Therapists and Teachers. The Head was described as 'extremely likeable, with a deep understanding of the needs of children.'

One parent stated '...it is a dedicated school that provides amazing tuition and support for children who haven't necessarily succeeded at mainstream school. It gives them the confidence, as well as the tools, to succeed in any environment.' Another felt that their child had 'settled at the school extremely well due to the kindness and persistence of the staff.'

Communication with the school was described as 'great' and 'supported the children's integration and trust in the staff.' There is 'constant dialogue with the teachers' and children's progress is 'closely tracked and monitored.'

Other parental comments included:

'Fairley House is an innovative school...where years of low self-esteem from being in mainstream education is truly reversed.'

'They are building confident learners in a fun, supportive and kind environment.'

'We have been shouting the praises of this school and recommending it to anyone who will listen.'

'I feel incredibly fortunate to have a place for my child at the school.'

'Fairley House is a lovely, warm, nurturing school that has positively changed what learning means to my children...an extremely supportive learning environment.'

'The school saved our child's life and ours.'

'Fairley House is an incredible school. There is barely a day that goes by when I don't feel grateful for its existence.'

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

Eight students from the Senior School and seven from the Junior School were spoken to during the visit. When asked to score their school out of ten the average score was nine. They appreciated the small class sizes, the learning breaks and the support given by the teachers and therapists. Some of the older students would like a sixth form so they could stay on at Fairley House, but others felt confident that the school had prepared them well for moving on to the next stage of their education. The younger students felt safe and said there was no bullying at the school. They described the teachers as kind and helpful and felt they had been offered lots of learning opportunities. All were happy to be at Fairley House.

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 students.	√
3. The impact of the provision for SpLD students is measured (a system to regularly monitor provision for students 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 students 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 students.	√
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 students.	√
5.5 An annual report for parents on the progress of students, who exhibit SpLD.	√

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach students with SpLD.	√
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	√
7. Qualifications of Teaching Staff: -	
7.1.i. The teacher with oversight for the teaching and learning of students with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	√
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. 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 remarkable place. It delivers the best in specialist education and continues to be a flagship school, supporting students who experience a broad range of learning differences. It is a wonderful legacy for Daphne Hamilton-Fairley, who founded the school in 1982.

Although it operates on two sites, in a busy part of London, the school has a real sense of cohesion, under the splendid leadership of Michael Taylor, supported by his expert team of teachers and therapists.

The school offers so much more than an academic education. Students move on to the next stage of their school careers with confidence and enhanced self-esteem. To quote from the prospectus 'and all of a sudden nothing is impossible.'

Fairley House is a happy place, which continues to 'work its magic,' in the field of Special Education.

The school richly deserves to retain the CReSTeD kitemark.