



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley  
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### Registration / Re-registration Application Form Category DSP – Dyslexia Specialist Provision

Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).

**Please note:**

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the re-registration process are *indicated in red* within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category? (re-reg only)	DSP	Change of Category? (re-reg only)	NO	Category applied for (re-reg only)	
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<b>Contact Details</b>	
Name of person completing form:	
Tel:	
Email:	

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

Name of contact:	<u>Christine Milton</u>
Tel:	<u>020 7630 3760</u>
Email:	<u>Christine.milton@fairleyhouse.org.uk</u>

Date of visit:	1 <sup>st</sup> May 2019
Name of Consultant(s):	Ros McCarthy

### School Details

Name of school:	Fairley House School		
Address of school:	30 Causton Street London SW1P 4AU		
Telephone:	0207 976 5456	Fax:	
Email:	<a href="mailto:mt@fairleyhouse.org.uk">mt@fairleyhouse.org.uk</a> ; <a href="mailto:christine.milton@fairleyhouse.org.uk">christine.milton@fairleyhouse.org.uk</a>		
Website:	<a href="http://www.fairleyhouse.org.uk">www.fairleyhouse.org.uk</a>		

### 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 has a great deal of experience in the area of educational diversity. He himself is dyslexic so has a deep understanding of the advantages and disadvantages that this can bring. The pupils at Fairley House respect and admire him and he has an easy relationship with them as well as all his staff, from kitchen staff to teachers and those in administration. While on the tour of the school, he addressed and was addressed by many passing pupils, one of whom asked me if he had told me any jokes: when asked if they were awful, I was told, "No, they're really funny!" He is involved in all areas of the school and carries his wide range of responsibilities with energy, humour and understanding.

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

Name:	Joan Cameron (Senior Dept) /Jenny Lim (Junior Dept)		
Title (e.g. SENCO):	Both are SENCOs Joan is a teacher and Jenny 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 SENCOs are well qualified and experienced. They work together and their liaison enhances provision as well as the 'transition' between the two school locations.

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## 1. Background and General Information

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

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	136	100%	5-16
	Girls:	62	100%	5-16
Boarding:	Boys:	0		
	Girls:	0		
Overall total:		198		

### Consultant's comments

Numbers continue to remain at a healthy level. Some expansion has been possible but the desire to provide an individual level of care places some limits on numbers.

c) Class sizes – mainstream: 6-12

### Consultant's comments

Classes observed were within this range.

d) Class sizes – learning support: 6-12

### Consultant's comments

There are also some one to one support lessons, of which one was observed.

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

The most recent inspection was an ISI 'Compliance' report and all standards were met. The previous full inspection was in 2014 and the school was considered excellent in all areas. Pastoral care was identified as the 'strength of the school', with care at both sites described as compassionate and empathetic.

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 <http://www.fairleyhouse.org.uk/information/staff/>

<http://www.fairleyhouse.org.uk/prospectus/>

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

or provide link to view reports via the internet <http://www.fairleyhouse.org.uk/files/6115/0815/5436/Fairley>

Independent  
Schools  
only

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[House\\_RCI\\_131017.pdf](#)

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

<http://www.fairleyhouse.org.uk/admissions/fees-2018-2019/>

#### Consultant's comments

The online prospectus is clear, current and downloadable. Up to date newsletters are included and provide information about developments as well as activities and trips.

The most recent inspection reports are available and are all extremely positive.

Mr Taylor is conscious of the burden of school fees and works hard to avoid increases. Given the number of staff, which includes Speech and Language Therapists, Occupational Therapists, and Educational Psychologists, and taking into consideration the school's Central London location, fees are as reasonable as they can be.

## 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 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

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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 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**

Pupils at Fairley House certainly appear to be happy and confident, in terms of learning as well as socialising. The majority of pupils now appear to stay longer than the two or three years that was previously the norm and the opportunity to stay until year 11, when examinations can be taken, is a welcome option for many pupils.

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Criteria  
1 & 2

Teachers appear to be keenly aware of pupils' needs and provide individual support within lessons while also challenging pupils to achieve their best. As OCR is no longer validating their teacher training courses for 'dyslexia/SpLD', Fairley House is running its own courses. Pupils appreciate the fact that they are not taken out of whole lessons for specific support and feel that they do not lose out on what is happening in group lessons.

- b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed Attached with extra policies
- 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** see SH/enclosed/see below
  - ii. **Support for policy from Senior Management Team** see SH/enclosed/see below
  - iii. **Support for policy from governors** see SH/enclosed/see below
  - iv. **Admissions Policy/Selection Criteria** see SH/enclosed/see below
  - v. **Identification and assessment** see SH/enclosed/see below

#### Consultant's comments

The Staff Guide is detailed and comprehensive. It provides staff with clear and sensitive guidance regarding duties and guidelines that Fairley House expects from staff to follow.

The Policy for SEN/SpLD is similarly detailed and provides a great deal of information regarding assessment and remediation of specific learning difficulties.

The Board of Governors represents a range of expertise, and does for the first time include an ex pupil.

The Admissions Policy covers the 3 day 'trial' period that prospective pupils spend at Fairley House, as well as information about the wide ranging assessments that are carried out during that time.

Identification and assessment remain on going throughout a pupil's career and a great deal of tracking data is available to those involved with a pupil.

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 12/13 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

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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. This can be on a 1:1 basis, but we feel that small group work works best as the pupils 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 to think about what learning style best suits a particular activity or task

#### Consultant's comments

Collaborative working was frequently observed, particularly in the Causton Street site. Pupils supported each other with kindness. An awareness of individual difficulties was observed from staff across the board and a wide range of resources was used in lessons. Games were used to make repetition multi-sensory and fun. Practical and hands-on learning techniques were being used and structured systems are in place in all areas of learning.

Language development was an important part of the majority of lessons seen.

A one-to one lesson in the Lambeth Road site taught the value of coins in an active and memorable way, and a Geography lesson involved and engaged an enthusiastic group of learners.

- e) Number of statemented / EHCP pupils: 74. 37% of the cohort

#### Consultant's comments

Annual Review documentation is excellent.

- f) Types of statemented / EHCP needs accepted:

#### Consultant's comments

There is a wide range of specific difficulties and talents catered for at Fairley House.

Independent Schools only

### 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 in a Case Conference, then they meet the Head in a meeting to discuss any questions they may have. During the three day

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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**

*A huge range of data is gathered during this time, and indeed afterwards.*

- 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 pupils' scores are monitored regularly and acted upon accordingly. In KS4 pupils 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**

*Evidence of need for examination access arrangements is precise.*

- 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**

*Such full and comprehensive assessments are rarely found and will be of value throughout pupils' lives.*

## 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). Pupils in year 10 have an individual tutor whom 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 pupil and change according to the needs of the pupil that week/day.

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#### Consultant's comments

Although the emphasis is, vitally, on literacy and numeracy, subjects outside the GCSE curriculum can be accommodated. One pupil, whose great interest is History, is able to follow the subject with lessons after school.

Food Technology is to be offered next year and other subjects are being considered.

The difficulty of fluctuating numbers in years 10 and 11, as well as the expense of employing additional staff, are always factors to be weighed in any expansion of the curriculum.

#### 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.

There is a homework club Monday-Thursday with Friday being offered if requested by the parent. The pupils 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. Pupils 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.

#### Consultant's comments

This level of extra support is a valuable resource for any pupil. It certainly appeared that staff were ready to 'go the extra mile' to support their students.

#### 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, Word Study and Numeracy plans are completed.

#### Consultant's comments

Lesson plans and information enable all staff to see which areas of the curriculum might need further support and which is secure. Such plans would make it easy for work to be taken forward should a member of staff be absent.

#### 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

See attached

#### Consultant's comments

IEPs are thorough and detailed. They link well with reports.

Criterion  
3 & 4

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e) Records and record keeping:

All pupil information ie 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 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

Reports, as previously noted, work together with IEPs. Reports give a real picture of the child and it is clear that teachers know each child well.

A few parents commented that they would appreciate an indication in their child's report regarding what they could do at home to help, but this was not a universal comment.

Criterion 3

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

History and provision appears to be thorough and detailed, with progress not only noted but applauded.

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. 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	N/A	N/A	N/A	N/A	N/A	N/A
SpLD Pupils	N/A	N/A	N/A	N/A	N/A	N/A

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	16	25%	40%	100%	N/A	N/A	N/A
SpLD Pupils	16	25%	40%	100%	N/A	N/A	N/A

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

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

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

We have a series of assessment and examination cycles. Annually we

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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

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

Year 11 results listed above are based on November Mock exam results which was a fully comprehensive examination comprising of all the GCSE subjects we offer at FHS. 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](#)

[Assessment is certainly detailed and thorough. The GCSE pass rate is pleasing.](#)

## 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 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](#)

[A range of chairs that allow rocking movement were also noted as were a range of games and support strategies. Learning was certainly interactive in the lessons observed and SMART boards were well used.](#)

[Although reading schemes are not used, books are graded according to difficulty so that pupils can choose appropriate levels.](#)

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 pupil and this is judged carefully relating to the needs of the child. GCSEs are moving towards a more independent learning style so those 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 pupils. Pupils have access to these at home as well. A number of computers have Read Write Gold, Dragon Dictate or Clicker 6 for those who

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find that a more comfortable approach to working. There are a number of Reading Pens around the school, so pupils requiring that additional support can trial and use these as necessary. The needs of the pupils 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'.

**Consultant's comments**

Indeed, pupils were seen to be using laptops and useful programs. One pupil in the junior school was observed using a Touch Typing program whilst others practised handwriting.

In the senior school, a class was observed using laptops to practise sentence construction using WordPad, which is the program likely to be used for those pupils who word process examination texts.

A Maths lesson was observed where all pupils were using laptops to improve their mathematical vocabulary. They were enjoying their lesson.

Criterion 5.3

- c) Details of access (special examination) arrangements requested and made for SpLD pupils:

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**

Examination Access Arrangements documents were seen, and found to be carefully considered with regard to pupils' normal practice. There was plentiful evidence to support such arrangements.

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 pupils 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**

The Senior library is clearly well used and is a comfortable space with a wide range of reading materials. There is a full-time librarian who has a good relationship with the pupils.

The Junior library is also a light and welcoming space with an engaging range of books and magazines.

## 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**

Every teacher at Fairley House is a learning Support teacher.

- b) Organisation of the Learning Centre or equivalent:

n/a as we have whole school provision

**Consultant's comments**

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Absolutely.

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

As above

Consultant's comments

Both SENCOs hold the equivalent of Head of Department status.

- d) Supporting documentation, please indicate enclosed:
- vi. **SEN Development Plan (or equivalent) enclosed** Attached
  - vii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**
  - viii. **List of known SpLD pupils in school** All Pupils

## 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. Consultant's comments Staff at Fairley House are extremely well qualified, with Speech Therapists and Occupational Therapists also holding teaching qualifications.
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 (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. Consultant's comments This is indeed the case.
Criterion 4	g)	For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments? All lessons observed reflected this ability.

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

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

For completion by consultants only: Parent Contacts:

Nine parents were contacted or contacted me. All commented that their children were happy at school (many finding happiness in education for the first time). Parents were also happy with the educational progress their children were making as well as their increasing confidence: "The difference is amazing- teacher 'get' him and that understanding allows him to flourish." Mr Taylor's engagement and understanding was generally much appreciated and his work ethic applauded, although one parent commented that he probably worked "too hard..it must be like trying to rollerskate up a mountain!"

Five parents mentioned that they felt that they needed more advice from teachers with regard to helping their children at home. Some parents also found worksheets that had been sent home difficult to make sense of and occasionally poorly put together. Some felt that their own busy schedules made parental contact with teachers difficult and they regretted the lack of opportunity for discussion.

These comments were discussed with Mr Taylor, and the 'Parent Portal' that is being set up part of the Virtual Learning Environment should allow parents to know exactly what has been set for homework. It will also allow parents to access teaching advice regarding anything from basic phonics to how to support learning for GCSE subjects.

A more consistent approach to worksheets (all teachers using the same font, for example) will also be considered.

These comments were made constructively, however, and the majority of parents were most appreciative of the efforts made by their children's teachers and therapists.

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

Ten pupils came to talk to me, although many chatted to me during lunch or around school or in lessons. All talked easily and politely; they told me how much they enjoyed school and their lessons.

The ten pupils who met to chat to me were a range of ages; some had been at Fairley House for 4 or 5 years, others only 1 to 2. Their greatest appreciation went to their teachers, "He takes us running during his lunchtime." As indeed does one of the female teachers. "The teachers are here for our benefit, not their own."

They agreed that the support provided by their teachers was far greater than anything provided by their previous schools and they liked their small classes, "It's easier to concentrate here."

The size of the school was important to them in other ways, "We know all the pupils in the school...we have friends across the age groups."

They appreciated that the location of their school had some restricting effects on sporting activities and commented that they could do sports after school.

They liked the fact that they did not miss complete lessons or subjects for extra support or therapy, as some had in previous schools.

They had some constructive comments about school lunches but agreed that their student council would be a good place to discuss their ideas.

They were thoughtful and articulate. They listened to each other's comments without interrupting each other and they were a pleasure to meet.

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.*

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
			
Date:	9 <sup>th</sup> April 2019	Date:	9 <sup>th</sup> May 2019

Please ensure:

- *Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.*
- *We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.*

### **Documents To Be Available On The Day Of The Consultant's Visit**

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years, including Reading Ages, Spelling Scores, etc.
- 2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively, a document signed by the Principal certifying that the documents have been seen.
- 3) Department policy documents for Mathematics and English.
- 4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
- 5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

# Report Summary

## For completion by consultants only:

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

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

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

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	<input type="checkbox"/>
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	<input type="checkbox"/>
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	<input type="checkbox"/>
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input type="checkbox"/>

# Report Summary

Summary of Report including whether acceptance is recommended:

Fairley House remains one of the flagship schools with regard to successful support for pupils with specific learning difficulties and acceptance is recommended for continued inclusion within CReSTeD.

The school makes use of every space within both sites and both sites have some large and spacious areas as well as leafy outside play areas. There is a very wide range of expertise available and teachers liaise effectively.

Good use is made of the proximity to theatres, galleries and all the benefits of being in central London.

The advent of the Parent Portal will, I am sure, enable parents to access information more easily and will be of great benefit to all.

## For Office Use Only

Category proposed:

DSP

Consultant's name(s):

R McCarthy

School information received proficiently:

**Consultant's signature:**

**Chairman's signature:**



Date:

6/5/19

Date: