



ADMISSIONS POLICY

Independent Day School for Boys and Girls Fairley House School

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Named person responsible for review:	A. Benkreira
Approved by:	Headmaster

www.fairleyhouse.org.uk

Headmaster Michael Taylor BA (Hons) PGCE FRGS

Registered Office: 30 Causton Street London SW1P 4AU.
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Junior Department
218 -220 Lambeth Road
London
SE1 7JY

T 020 7630 3789
F 020 7620 1069
E junior@fairleyhouse.org.uk

Senior Department
30 Causton Street
London
SW1P 4AU

T 020 7976 5456
F 020 7976 5905
E senior@fairleyhouse.org.uk

Fairley House School is registered with the Department for Education (DfE) as an independent special school for children with Specific Learning Difficulties. The majority of children are dyslexic and/or dyspraxic. Children need to demonstrate at least average ability (IQ) on testing by an educational psychologist. Children usually have difficulties with literacy and/or numeracy.

We are unable to accept children with social, emotional or behavioural difficulties, including children with hyperactivity caused by ADHD. We are not registered with the DfE to accept children on the autistic spectrum.

If English is not a child's first language, they need to demonstrate English proficiency at a level that enables them to access the curriculum.

Currently 35% of children have Education Health Care Plans.

Reasonable adjustments to the physical environment

The building which houses the Senior Department is difficult to negotiate for people with mobility problems due to a large number of stairs and the lack of room for a lift. Governors and staff are aware of the duty to examine ways to make the school as accessible as possible by making reasonable adjustments (SEN and Disability Act 2001). 'Reasonable adjustments' for mobility problems have included allowing a less mobile child extra time to negotiate stairs (e.g. sending them ahead of the rest of the class) or ensuring their class base is on the first floor. Occupational therapy advice is sought on reasonable adjustments. (see Accessibility Policy for more detailed information).

Pupils' Attainment and Progress

Pupils' attainments are monitored using standardised and national tests, teacher assessments and IEP targets. Test results are analysed by gender. They are not analysed by ethnic group since small numbers mean results would not be statistically significant.

Initial IEPs are based on the admission assessment. Resources are distributed fairly in the sense of being made available to pupils on the basis of need identified through assessment. Additional resources/provision may be provided according to the pupil's response to the IEP. For example, additional special provision may be offered to pupils whose reading progress is below average for the school.

Curriculum, Teaching and Learning

Teaching at Fairley House School is multi-sensory when possible, since this style of learning suits pupils with specific learning difficulties. Teaching therefore caters for a variety of learning styles. Teaching materials are chosen which reflect cultural diversity and challenge gender stereotypes. The religious education curriculum teaches beliefs and customs of the world's major religions. It also teaches respect and tolerance for other people's beliefs. The Personal Social, Health and Economic Education (PSHEE) curriculum also teaches respect for others and anti-bullying, including bullying on the grounds of differences, such as appearance, race or sexual orientation. We acknowledge our responsibility to prepare children to live in a multi-cultural society through our curriculum and through the ethos that we promote. Assemblies celebrate religious festivals from the major world religions and feature

people from a variety of cultures. Staff members may prepare foods from their culture to share in assembly or may contribute their own cultural experiences in relevant lessons. Children may also share facts about their culture or religion within the school community.

A positive view of dyslexia is promoted and classes and houses are named after famous dyslexics. Careers assemblies demonstrate successes achieved by dyslexic adults (including former FHS students) and we challenge gender stereotypes.

A strong effort is made to ensure that girls are not disadvantaged by being in the minority. For instance, specific clubs are run to ensure that girls have opportunities for social contact that is not dominated by the interests of boys.

Pupil Behaviour, Discipline and Exclusion

A clear code of behaviour exists that is applied consistently and fairly to all pupils. Staff, pupils and parents are all made aware of the code and of rewards and sanctions used. Pupils can be excluded for a fixed term, usually a day, for extreme misbehaviour, taking into account their special needs. Parents are notified of the exclusion and the reason for it in writing. They are also informed of their right to appeal. Appeals can be made to the Board of Governors.

If a child is in danger of permanent exclusion due to persistent disruptive behaviour affecting the education of others, attempts are made to bring about positive changes in behaviour and to avoid exclusion. In deciding whether permanent exclusion is necessary a child's SEN would be taken into account. The school may refer the child in such instances to an outside agency such as Child and Adolescent Mental Health Services (CAMHS). Parents can appeal permanent exclusions to the Board of Governors.

Monitoring of Racist Incidents

Logging any racist incidents such as name calling involving racist language through anti-bullying forms or the Incident Book allows us to quantify incidences and shows they are extremely rare at the school. Logging needs to describe the incident briefly, say who was involved and state action taken. Initial action is educative. However, disciplinary action would be taken for repeated incidences. The existing system of dealing with incidences of bullying covers incidences with a racist element. From January 2010 bullying is logged by type and racism is a category. Parents are informed if their child is involved in a racist incident. Termly review of completed anti-bullying pro-formas by the Head allows statistical analysis.