





# **Fairley House School SEND Parent Guide**

<p><b>Our School</b></p>	<p>Fairley House School is the home of education for children with specific learning differences (SpLD). We specialise in the education of children who have a diagnosis of and whose primary need is Dyslexia, Dyspraxia and Dyscalculia. These learning differences often co-occur with other needs and can present in different ways and severity.</p> <p>Fairley House School is able to take students who have Education Health and Care Plans (EHCPs) as well as those without (please see admissions).</p>
 <p><b>Meet our SENCos</b></p>	<p><b><u>Junior Department</u></b></p> <p><b>Deputy Head and SENCo:</b> Mrs Benkreira  <b>Contact email:</b> <a href="mailto:ajb@fairleyhouse.org.uk">ajb@fairleyhouse.org.uk</a></p> <p><b>Deputy SENCo:</b> Mrs Slavin  <b>Contact email:</b> <a href="mailto:ns1@fairleyhouse.org.uk">ns1@fairleyhouse.org.uk</a></p> <p><b><u>Senior Department</u></b></p> <p><b>SENCo:</b> Ms Smith  <b>Contact email:</b> <a href="mailto:hs@fairleyhouse.org.uk">hs@fairleyhouse.org.uk</a></p> <p><b>Deputy SENCo:</b> Ms Appavoo  <b>Contact email:</b> <a href="mailto:sa@fairleyhouse.org.uk">sa@fairleyhouse.org.uk</a></p>
 <p><b>Identifying and Assessing Need</b></p>	<p>At Fairley House School all students have a diagnosed SpLD and may also have an Education Health and Care Plan (EHCP). As part of our admissions process, students are invited to attend a 3-day assessment where our therapy team will carry out assessments and observations and students will attend lessons to ensure that we have an up-to-date picture of the student's needs. This may include assessments/observations by an Educational Psychologist, Speech and Language Therapist and an Occupational Therapist, depending on the student's presenting needs. This enables us to determine whether Fairley House School is the right fit for the student.</p> <p>Once students are part of the school, we use the Assess, Plan, Do, Review, Cycle to ensure that student needs are informing the intervention that they receive.</p> <p><b>Assess:</b></p> <ul style="list-style-type: none"> <li>• Initial Assessment by Educational Psychologist, Speech and Language Therapist and Occupational Therapist as part of pre-entry to school</li> <li>• Termly assessment of Individual Education Plan targets.</li> <li>• Bi-Annual reading, spelling and maths assessments based on standardised assessments.</li> <li>• Case notes produced on a weekly basis by therapists (where a student has direct speech and language or occupational therapy).</li> <li>• Informal literacy and numeracy assessments</li> </ul>

**Plan:**

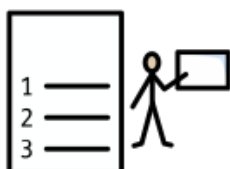
- Termly Individual Education Plan targeting reading; word and sentence level literacy; extended writing and numeracy; communication and interaction.
- Differentiated lesson planning

**Do:**

- Implementation of Individual Education Plan
- Implementation of differentiated teaching
- Use of a systematic intervention for literacy and maths skills
- Whole school approach to memory strategies as advised by speech and language therapists.
- P.E. teachers trained by occupational therapists to provide activities to promote good motor skills.
- Provision of a laptop, with assistive technology
- Direct Speech and Language Therapy or Occupational Therapy where required
- Attendance at weekly strength and fitness class
- Touch typing lessons for years 6-8

**Review:**

- Termly review of Individual Education Plan to review targets and ongoing areas of need.
- Whole school marking policy 'What Went Well/Next Steps' provides assessment feedback verbally
- Termly subject reports

**Fairley House Universal Specialist Provision**

All students at Fairley House receive our Universal Specialist Provision to enable them to access the curriculum:

- Access to small classes with a high adult: pupil ratio
- Specialist literacy teachers
- High-Quality teaching that is carefully planned and takes account of prior learning.
- Pace of delivery slower than in a mainstream classroom
- Lesson planning involving key adults, and differentiation takes account of prior learning.
- High-Quality Teaching promoting achievement by creating a safe, happy environment for learning, promoting independent learning, and having high expectations.
- Use of a systematic intervention for literacy and maths skills
- Use of over-learning strategies and repetition
- Working memory support in all lessons through:
  - chunking information
  - speaking slowly and giving take-up time
  - cueing in the pupil to key pieces of information
  - regular checking of understanding before progressing with the lesson
  - ensuring that key information is given in a multi-sensory way

- Regular celebration of pupil's strengths
- Pupils receive prompt, constructive feedback
- Teaching includes demonstration, prompts, visual support, and opportunities for practice
- Teaching uses multisensory methods broken down into manageable steps
- Differentiation of tasks through grouping, presentation, pace, and outcome
- Pupils are given the opportunity to work collaboratively in mixed-ability groups or pairs
- Specialist resources available in class e.g. adaptive seating, assistive technology
- Social and emotional factors are taken into account
- Metacognitive approach to teaching and learning
- Alternatives to copying from the board are in place
- Pupils use alternative methods of recording learning e.g. voice to text, Clicker8
- Material to support access to learning is provided e.g. writing frames, planning templates, editing checklists, and flashcards.
- Staff trained by speech and language therapists regarding the teaching and retention of vocabulary.
- Transdisciplinary approach, with occupational therapists, speech and language therapists, and teachers working collaboratively to maximise curriculum access and the potential of the learner.
- Advice and equipment from outside agencies as and when the need arises



### **Social, Emotional and Mental Health support**

At Fairley House School we acknowledge that mental health and wellbeing is of central importance and intrinsic to our lives. We recognise that the challenges of pupils within an SEN school are different and potentially more complex. Our vision is for all our pupils to have the support they need to build lifelong coping skills and thrive.

We provide support for pupils to progress in their emotional and social development in the following ways:

I:1 or small group ELSA sessions

We provide a high level of pastoral support through small class sizes

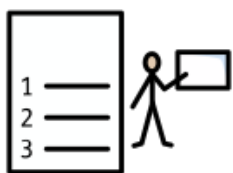
We run additional break time clubs for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

The promotion of Growth Mindset and resilience

Achievements are celebrated in the classroom and through assemblies.

All staff follow the school's positive behaviour policy, which is based on the restorative practice approach



### Special Provision

As part of the provision, students may require direct Speech and Language, Occupational Therapy or ELSA Support. We are also able to provide Educational Psychologist reassessments if necessary.

All therapists are qualified and HCPC registered. Intervention is reviewed termly as part of the IEP process and the nature of the intervention will depend on individual student needs.



### Parent Meetings

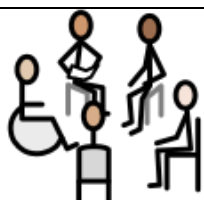
At Fairley House School we work closely with parents and welcome questions as and when they arise.

We also hold termly coffee mornings where a specific topic is discussed and parents can ask questions, meet up and support each other in a safe environment. Examples of coffee morning topics are Emotion Coaching, Zones of Regulation, Social Communication Problem Solving, Revision Strategies and EHCPs.

Parent Teacher meetings are held each term for Years 2 to 6 and in the Autumn and Summer terms for Years 7-9. This is an opportunity for parents/carers to meet with the student's form tutor and discuss progress and any concerns.

Parents Evenings are held each term for Years 10 and 11, where parents/carers can meet with individual subject teachers to discuss progress and any concerns.

For students with Education Health and Care Plans, there is an annual review where progress against outcomes is discussed, provision and needs are reviewed, and new outcomes are set for the upcoming year.



### Student Input

Student views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved in school life and their views feed directly into all policies, procedures and daily teaching.

Pupils are given regular opportunities to:

- Self-assess how they are doing
- Give their views on their progress and what support they may need
- Be part of the Student Council or Student Leadership Team
- Attend Drop-in Sessions with a member of the Senior Leadership Team to discuss any concerns about or ideas they have for the school
- Contribute to their IEP Reviews and setting future goals
- Contributing to their annual reviews
- The Senior Management Team have an open-door policy for pupils and so they can discuss any concerns as they arise



### Evaluating Provision

Evaluating the provision on offer at Fairley House School is an ongoing process. We evaluate through:

- Discussing and sharing ideas in staff meetings
- Internally led CPD to ensure up-to-date research and policy is in place.
- External CPD to ensure that staff are able to develop their skill base
- Reviewing students' progress towards their goals at regular intervals through IEPs and IEP reviews
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our students if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by Subject Heads, the Leadership Team and the Senior Management Team
- Holding annual reviews for children with Education Health Care Plans



### Staff Training

At Fairley House School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems and policies within the school and are given information about the students they are working with through the Staff Induction Process.

All literacy teachers at Fairley House School either hold or are working towards their L5 in Specialist Teaching. Fairley House is the first and only school in the country to create and run teacher training for specific learning differences (SpLD).

For non-literacy staff at Fairley House School, they complete the Fairley House Certificate which equips them with an understanding of how to work with SpLD students. This supports subject specialists in differentiating the curriculum for our students' needs.

Staff at Fairley House School are encouraged and supported to attend continual professional development courses. Staff are also provided with training opportunities during school INSET days.




All staff receive training from our Speech and Language and Occupational Therapy teams on whole-school approaches such as memory strategies, vocabulary learning, sensory processing and executive functioning. This links directly to our transdisciplinary approach.



### Transition Support

We operate a rolling admissions process at our school. Our transition points are:

- Year 6 to Year 7
- Students moving to new schools
- Students joining us outside of the usual Key Stage Admissions

	<ul style="list-style-type: none"> <li>• Year 11 moving to Post 16</li> </ul> <p>When a student is joining or leaving Fairley House School, we liaise with previous/new schools, parents and local authorities to ensure that the student is fully supported, and the required provision is in place.</p> <p>For new students at Fairley House School, we operate a buddy system to aid the settling in process.</p>
 <p><b>Outside Agencies</b></p>	<p>Where applicable we work closely with outside agencies to ensure that students receive the right support.</p> <p>For example:</p> <p>CAMHS GP/Medical Teams Psychiatrist/Psychologist Hearing Impairment Service Vision Impairment Service Legal Advocates Local Authorities CENMAC</p> <p>We will ask your permission before we provide any information to an external service.</p>
 <p><b>Clubs and Trips</b></p>	<p>All our extracurricular activities and school visits are available to all our students.</p> <p>All children are encouraged to go on our residential trips and join in with the clubs on offer. If there is a club that a student wishes to start in their area of interest, they are encouraged to do so and will be supported by a member of staff.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains, form captains etc.</p>
 <p><b>Complaint Procedure</b></p>	<p>Your first point of contact is your child's form tutor.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCo, Deputy Head Teacher or the Headmaster.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Further details regarding who our Governors are can be found on our website.</p>



**Support Available for  
Families & Local  
Authority Local Offer**

If you have questions about SEN, please get in touch to let us know. We want to support you, your child and your family.

At Fairley House, we have students from boroughs all across London.

Each borough has their own Local Authority Offer and local special educational needs and disabilities information, advice and support (SENDIAS) services. To find out what your borough offers, go to their website and search 'local' offer' or SENDIAS.

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)