



Council for the Registration of Schools Teaching Dyslexic Pupils

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Registered Charity No. 1052103

**Registration and Re-Registration Application Form for the
Independent Schools Sector**

**Please refer to the guidelines when completing this form and please limit your
application to a maximum of 10 pages**

No	New Registration	Yes	Re-Registration
DSP	Category applied for	SP	Current category

1. *Date of visit:* 22/3/10
2. *Name of Consultant(s):* Mrs R A McCarthy
3. a) **Name and address of school:** Fairley House School
30 Causton Street
London SW1P 4AU

Tel: 0207 976 5456
Fax: 0207 976 5905
Email: jm@fairleyhouse.org.uk
Web: www.fairleyhouse.org.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Ms Jacqueline Murray
Title (eg Principal): Principal
Qualifications: BA Hons, MEd, RSA Dip SPLD, Dip Psychol, MScmem HPC
Awarding body: Sussex University, Lesley College, RSA, OU, UCL
Consultant's comments: It is a valuable asset to have a teacher who is also qualified as an Educational Psychologist as Principal. Ms Murray has a great depth and breadth of understanding of issues affecting pupils who have specific learning difficulties.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Sheree Cumming (Senior Dept), Jenny Lim, Junior Dept
Title (eg SENCO): Both are SENCOs. Sheree is also a speech and language therapist, Jenny an occupational therapist
Qualifications: Sheree Cumming: Dip. RCSLT, Cert. MRCSLT, Cert. MHPC, Dip RSA (SpLD) Mem HPC

Jenny Lim: BSc (Hons) SROT OCR Cert (SpLD) Mem HPC
 Awarding body: Sheree Cumming: Royal College of Speech and Language Therapists, Oxford Cambridge and RSA examination board
 Jenny Lim : Curtin University Western Australia

Consultant's comments: What an advantage to have SENCOs with these qualifications. This level of expertise leads to an assessment procedure that is uncommonly wide and detailed.

- d) **Head/Principal's telephone number if different from above:**
 Tel:
- e) **Unit/Senior SpLD teacher's telephone number: Sheree Cumming: 020 7630 3781**
Jenny Lim:
 Tel: 020 7630 3789

Background and General Information

4. a) **Geographical location and position: We are a two site school in Lambeth Road and Causton Street**
Consultant's comments: It is impressive to find such a haven of expertise in the centre of London. Although the two sites are distinct, there is plenty of liaison between them .Pupils come from a wide range of destinations to attend Fairley House.
- b) **Foundation:** Charity No 1535096
Ownership: n/a
Governing body: Yes
Status: Charitable trust
Consultant's comments:
- c) **Recent inspections:** Last inspected by ISI 2004, Crested 2005
Consultant's comments: Ms Murray is prepared for the next ISI visit. The last visit was so long ago that criticisms are dated and situations have changed drastically. The level of support has remained constant, however.
- d) **Current membership (eg HMC, ISA etc): ISA**
Consultant's comments:
- e) **Numbers, sex and age of pupils:**

		Total	Dyslexic	Accepted age range
Day:	Boys:	121	89	5 - 14
	Girls:	34	32	5 - 14
Weekly boarding:	Boys:			
	Girls:			
Full boarding:	Boys:			
	Girls:			
Overall total:		155	121	

Consultant's comments: Numbers have grown quite substantially since the last CReSTeD visit and this is hardly surprising. A recent Sunday Times article featured Fairley House as the "gold standard" for dyslexia provision and that would appear to be an accurate judgement.

- f) **Aims and Ethos of Fairley House School**

Objects of the Charity

Fairley House School is a charity. The objects of the charity are ‘to advance the education of children with specific learning difficulties, dyslexia/dyspraxia and to provide facilities for research into the causes and problems of, and associated with, dyslexia/dyspraxia and into methods of diagnosing, assessing and advising on the treatment and education of such children’.

FHS Mission Statement

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 transdisciplinary assessment and whole school approach.

Seeking to influence the lives of spld families outside our school community through research, teaching, training and advocacy.

Maintaining dialogues with government agencies children’s services and voluntary sector organisations and through partnerships with research bodies and higher education institutes.

In the pursuit of our goals we are committed to;

Advise and work in partnership with parents to provide hope and to achieve the best possible long term outcomes for their children.

Reward the professionalism and dedication of our staff by ensuring that our workplace is safe, enjoyable, stimulating and supportive of their individual career ambitions.

Our belief that Fairley House is a dynamic and innovative environment where children thrive and are happy.

The ethos of the school

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

Consultant’s comments:

The strength of the school is without doubt its expertise in a wide range of assessments, the results of which feed back into the classroom. In a specialist school such as this, labels such as “dyspraxia” or “sensory integration difficulty” become redundant as the particular symptoms that cause difficulties are dealt with in the most effective way possible for each child.

The amount of expertise amongst the staff is a tremendous advantage and an enviable resource. Not only do teachers have wide ranging backgrounds in specialist educational areas, they also have accredited SEN teaching qualifications and the school is a centre for training for the OCR qualification.

There is an ethos of sharing expertise within the wider community and two places on the OCR course are made available to LAs each year.

- g) **Description of buildings and grounds: Causton Street is a church building that has been well adapted to meet the needs of pupils with SpLD. There are class rooms for classes of 12 and special provision rooms** for small groups. There is a large hall used for PE, Sensory Integration, Music and Drama, lunch and assembly. There are two art rooms, a Science lab, a library and a computer suite to allow for specialist teaching in these subjects. New space has been acquired in the next door building since the previous inspection to allow for a larger library, more space for occupational therapy and an additional art room. Children play in the playground opposite and there is additional space in the garden to the rear of the school for quieter outdoor activity. Children go off site to Battersea Park and The Queen Mother Centre for games.

Lambeth Road is a Victorian Infant School which now houses our Junior Department. It has large, airy class rooms, a small library, special provision rooms and a multi-purpose room for practical subjects such as art and science, as well as for lunch. There is an attractive garden at the rear used for planting bulbs and reading. Children play in close by Archbishop Park which has the advantage of an Adventure Playground.

Both buildings are well maintained. There is some sharing of facilities and Juniors come to Causton Street to use the hall.

Consultant's comments:

Both buildings are full of colour and interest. Every scrap of space is used to effect (even ceilings!). Plentiful resources in the junior school are well arranged and catalogued and the newly resourced library and new Art room in the Senior school are light and comfortable spaces.

The hall at Causton Street is a great space for the sensory integration exercise programme that was taking place during my visit and is a good place for assemblies and meetings. Given how central the school is, it has a surprising amount of space and may yet expand further!

Full advantage is taken of every corridor, cranny, adjacent park and garden.

Care is taken to ensure that pupils do not stray onto a busy road from the junior department with CCTV cameras on exits. The garden at the rear of the school is a calm and attractive space. The sharing of facilities is a useful opportunity for liaison: staff take advantage of every opportunity to share practice and techniques.

- h) **Pastoral care arrangements:** A staff: pupil ratio of 1 to 3.5 means close contact between staff and pupils. Staff know pupils very well and this ensures excellent pastoral care. In addition, a senior teacher at the Junior Department is in charge of pastoral care there and offers individual attention to pupils with difficulties. In the senior department form tutors offer PSHEE affording the form the opportunity to talk together with a familiar adult about sensitive issue and to resolve issues regarding relationships between pupils. There is also a mentoring scheme with 18 staff working as mentors. Pupils may request a mentor and discuss any problems in confidence. The programme is directed by Sonia Aboagye, the PSHEE co-ordinator, who brings insights from her work as a fully qualified speech and language therapist and teacher to the mentoring.

Consultant's comments:

The PSHEE programme is tailored to the needs of each tutor group and assemblies can be linked to themes studied. PSHEE sessions take place on Friday afternoons and are often team taught. Advantage is taken of these

sessions to increase vocabulary and work on areas of particular need- particularly speech and language.

There are posters throughout the school advertising the mentoring system and pupils can leave a note in the "bubble" asking to have a chat with a particular teacher about any issue that concerns them. Pupils spoke with warmth and respect of the help and advice their mentors were able to give them. Pupils really enjoyed assemblies and showed great enthusiasm about the guests who had spoken to them and the "fun" they had. Recent speakers – apart from AA Gill who had visited and written about the school in a recent colour supplement were an ex pupil, now a speech and language therapist, and the "black farmer" who was perhaps the most memorable of their recent guests.

Material to be studied in advance of visit

5. **Documents required as detailed on the check list. For completion by consultants only.**

Consultants – please comment on each of the following:

Prospectus, including staff list: Prospectus is pleasant – every picture worth a thousand words

Special Needs Policy: As part of the handbook. Clear and comprehensive.

Fees and compulsory extras for dyslexic pupils: Given the level and quality of staff as well as the fact that special provision is provided as needed without extra charge, the rate of fees charged appears reasonable.

Staff Handbook: Clear – useful – comprehensive – and pages are numbered.

Timetable (including Special Needs Provision): Carefully put together. Emphasis is obviously on literacy and numeracy but there is breadth too. Time is always found for the specialist provision that is a strength of this school. Lessons are subdivided for a range of activities to take place and language, phonic strategies and maths are included at every opportunity.

School Development Plan: Clearly thought out.

Consultants to comment generally on website content: Website is informative; plenty of up to date news as well as information for prospective and existing parents. It is easy to use and there are valuable links.

Staffing and Staff Development

6. a) **Qualifications, awarding body and experience of all learning support staff: Staff either hold the OCR/RSA certificate or diploma or equivalent or are enrolled on the OCR level 5 certificate. We are a training centre for the OCR.**

Consultant's comments:

The huge array of expertise amongst the staff is one of the chief strengths of Fairley House. Access to seven speech and language therapists is in itself a huge resource and the cohort of five Occupational Therapists and two Educational Psychologists- all of whom work together – is very impressive.

- b) **Class sizes:** 12 as a maximum

Consultant's comments: Most classes observed were smaller than this. 11 was the largest group observed.

- c) **Class sizes - special needs:** 1-1 to small group.

Consultant's comments: Specialist provision is worked out on a priority

system according to degree of need. A speech and language lesson for two pupils was observed and was notable for the cross curricular links that were made as well as for the speech and language support provided.

- d) **Staff development and in-service training of learning support staff within last 18 months:** INSET is for the whole staff and we do not have 'learning support staff'. Staff are either class or form tutors or special provision teachers. Some staff are therapists. Some are instructors, some teaching assistants. All attend INSET together. Topics have included child protection, fire training, Assessment for Learning and moderating writing. As well as INSET we run professionals' evenings with outstanding speakers in the field such as Margaret Snowling, John Stein, Brian Butterworth and all staff attend.

Consultant's comments:

A great advantage to be able to attract such speakers as these. Parents too are invited to these evenings, and at no cost. INSET given by members of the teaching staff was also spoken of highly by members of staff, and provides a useful means of liaison between teachers from both sites.

Policy and Philosophy with Regard to Dyslexic Pupils

7. a) **Policy statement with regard to dyslexic pupils:** We have a whole school approach to dyslexia/specific learning difficulties. We aim to help pupils fulfil their potential and return to mainstream schooling at the earliest opportunity, usually 2 to 3 years. We aim to build pupils' skills and confidence and allow them to develop any talents they may have, particularly in the visual and expressive arts or science. We run a gifted and talented programme in conjunction with The Royal College of Art to advance those with special abilities in art, as many dyslexics have.

Consultant's comments:

Pupils were lively, funny, articulate (some) and confident. They enjoy and appreciate the education they are receiving.

- b) **Admission policy / selection criteria:** we ask prospective pupils to attend for 2 days to get a flavour of the school and to take part in lessons, break, activities and lunch as well as undertaking a Transdisciplinary assessment conducted by the assessment team.

Consultant's comments:

This is a great opportunity for parents to have a very full assessment of their child's needs. Pupils are rarely turned away as screening of difficulties takes place before a child is invited in to the school for the two days. Children who would not benefit from the education offered at Fairley House, or whose behaviour could impinge on others' learning would not be accepted.

- c) **Give specific examples of the whole school response to dyslexia:**

Consultant's comments: The whole school is in itself a response to dyslexia.

School Organisation

8. a) **How is the week organised?** The School works a 5 day week. Each day commences at 8.20am with registration in form groups. Lessons begin at 8.45am. The school day ends at 3.30pm for the Senior Department and 3.20pm for the Junior Department, except on Fridays when school ends at 3pm. The school has a half hour morning break and an hour at lunchtime.

After school clubs run 2 evenings a week from 3.30pm -4.30pm on both sites.

Consultant's comments:

Mornings start with exercises –perhaps for orthoptics, perhaps for sensory integration. All pupils are assessed to establish whether there is a need for orthoptic exercises or exercises to improve muscle tone or core stability. An appropriate programme is then worked out. All time is carefully structured and used.

- b) **Implementation of National Curriculum considerations:** The National Curriculum is followed. Smaller steps and a differentiated approach are necessary in most subject areas. This is demonstrated in the unique FHS schemes of work adapted from the QCA by subject leaders. The core subjects are studied as well as Humanities, PE, DT, ART, PSHEE, Music and Drama, RE and ICT. Children at FHS have the greatest difficulties in areas of Literacy and Numeracy and for this reason we devote the greatest amount of time to these areas, while still offering a broad and balanced curriculum.

Consultant's comments:

It is very interesting to see cross curricular links in action – to see a maths lesson including the “tion” pattern in “multiplication” as a matter of course and to see spelling patterns displayed in a speech and language workshop. Fairley House has its own literacy “structure” into which can be fitted all manner of resources and multi-sensory teaching aids. It is interesting to see literacy or numeracy become a part of every lesson.

- c) **Details of arrangements for dyslexic pupils, including prep / homework:** For English and Numeracy lessons the children are grouped according to ability but remain with their form group for all other subject areas. A trans-disciplinary approach is used in many areas of the curriculum, including writing and maths lessons, allowing therapy delivery to be linked to specific curriculum areas.

Children in years 1-6 are given, as a minimum maths, reading and spelling homework on a weekly basis. Additional homework may be given as and when appropriate.

Pupils in Key Stage 3 are given a more secondary approach to homework in which they must take ownership of their homework to ensure deadlines are met. This is aimed at helping pupils prepare for return to mainstream secondary schooling.

Homework is also set during holidays.

Staff are aware of the stress homework can put on parents of pupils with specific learning difficulties and regular communication takes place between staff and parents, by notes in homework diaries, face to face communication or email.

Consultant's comments:

Parents take seriously their commitments to helping their children (or certainly those contacted did). Pupils said that teachers understood if they had struggled to complete homework and were always prepared to help. Parents also commented very favourably on the level of communication from the school and the speed of replies to questions or concerns. Most communications were by email and there is also a weekly newsletter.

Teaching and Learning

9. a) **Lesson preparation and delivery:** Lessons are planned using common school formats. Medium term plans are included in the schemes of work and

teachers use these to produce their own short term weekly plans. Separate Reading, Spelling and Numeracy plans are completed. All planning is saved in the 'shared staff' area of the school data base.

Consultant's comments:

Records of lessons were carefully kept and all lessons observed were outstandingly multisensory and moved from practice to theory – or vice versa. A whole range of techniques was observed that showed awareness of the learning style of each pupil as well as the need for a varied approach to learning.

Teachers were very much aware of their pupils' needs and were sensitive to their feelings. There was also a sense that learning is fun and enjoyable.

b) Use of IEPs: Process for Action, Record-Keeping and Review

1. Individual Educational Plan: IEPs are written and reviewed termly.

New Information:

A summary of the child's current strengths and needs are written. These include Educational Psychology, Speech and Language and Occupational Therapy report findings as well as any specialist information from professionals outside the school. The child's current reading accuracy, reading comprehension, writing and numeracy scores are also included. Additional medical information regarding medication, disabilities, orthoptic needs are also recorded. The child's interests are noted. Objectives for the year are written

Targets

SMART Targets are written and strategies for learning given. SMART targets are written in consultation with the pupil and parents. Each pupil has a copy of their termly targets on their desk (-KS2) or in their folders (KS3).

Provision

An IEP is written for Maths, Reading, Spelling, Writing, Laptops and any additional specialist teaching; Speech and Language, Occupational Therapy, Literacy, Numeracy, Phonology.

IEP Review

At the end of each term the SMART Targets are reviewed and a report written. The parents are then invited to school to discuss with teachers and specialists the targets and reports. The parent's view of progress is recorded and future needs for the child is discussed and will form the basis for the following terms IEP. The child is part of the review process and the meeting is concluded by the child showing parents a selection of work completed that term. Holiday homework is discussed prior to the close of the meeting.

The SENCO will then collate all the information from the reviews and from that and in consultation with teachers and specialists, formulate the additional specialist requirements a child will need for the following term.

Consultant's comments:

As all the record keeping at Fairley House, IEPs are carefully maintained and used. They are very much working documents and are most informative.

- c) Records and record keeping: Assessment at Fairley house follows two strands- SEN assessment and curriculum related assessment. Since we have a whole school approach to SpLD the 2 forms of assessment can be interlinked. Initial assessment takes the form of a trans-disciplinary assessment which can include an Educational Psychologist, Occupational Therapist and a Speech and Language Therapist.

Once the children are at the school thorough assessment procedures are in place to allow careful tracking of individual pupil progress in all subject areas. Children complete, on a termly basis, at least one piece of moderated writing, a MALT Maths Assessment and a miscue analysis. Alongside this staff keep a termly record of how individual pupils are progressing in single word reading and the development of their phonic skills.

Annual WORD, (Wechsler Objective Reading Dimension) testing is used to measure progress against base line testing.

All assessment data is recorded on the school internal database to allow ease of reference and data analysis to take place.

All pupils have a 'Record of Achievement' file, which both celebrates the children's work and through building up a portfolio of assessed work is intended to demonstrate achievement to both the pupil and parents.

Consultant's comments:

Research into successful techniques for learning was observed in the Junior Department, and both sectors of the school take pride in their record keeping. It is easy to track progress through the systems that are employed.

d) **Examinations / test results (where applicable):**

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	N/A				
Dyslexic Pupils					

GCSE	No. of pupils included in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	N/A			
Dyslexic Pupils				

Key Stage 3	No. of Year 9 pupils entered	English		Maths		Science	
		L5+	A/D	L5+	A/D	L5+	A/D
Whole School	N/A since 2008 to 2009 as discontinued by government						
Dyslexic Pupils							

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	27	14	7	12	11	23	0
Dyslexic Pupils	22	13	5	12	5	20	N/A

Note: Key Stage 2 & 3: A/D = percentage absent or disapplied

Any other information:

Consultant's comments: Given the severity of pupils' needs, these are respectable results.

- e) Details of special examination arrangements requested and made for dyslexic pupils: Statemented children automatically receive 25% extra time in examinations. In addition, application for extra time is also made for pupils who fulfil the criteria as indicated on the QCA website. They need to be below the threshold for 3 areas in category a) or 1 in category b). Tests commonly used include; WORD, Free writing speed or DASH, Processing Speed (EP Report), TOWRE, PhAB.
In addition, pupil's who have obtained a level 3 (for Y6 SATs) but have difficulty reading and/or spelling are allotted a Reader or a Scribe when that is the normal practice within school. Pupils who have phonically recognisable spelling, may need the occasional word transcribed (especially needed in Science). Within the past 3 years we have had no pupils needing a laptop in examinations.

Consultant's comments:

Access arrangements for pupils who need them are carefully considered and the pupils' best interests are served.

- f) *For completion by consultants only: **Dyslexic pupils' responses regarding their school and teachers:***
Seven students- two girls and five boys- were gathered for discussion and they ranged from year 5 to year 9.
Pupils were very pleased to be part of Fairley House, and keen for a badge on their uniform that would proclaim their status to the world.
A year 5 boy was very proud of the reading progress he had made and all pupils enjoyed their lessons and were aware of how well they were learning. One pupil commented that her previous school had made her feel silly when she couldn't understand something but she was confident that at Fairley House teachers would help.
The two girls felt that being in a gender minority was not a problem and although the lack of outside space was commented on, a year 7 boy said that compared to his previous school, the facilities might not be so good but "the education is much better". Pupils said that they enjoyed assemblies and loved the trips at the end of term. They liked and appreciated their teachers and described their lessons as "very creative".
They were a credit to Fairley House.

Facilities and Equipment for Access to Teaching of Dyslexic Pupils

10. a) General resources for teaching dyslexic pupils: We are extremely well resourced. There is a SMART board in every class room as a picture is worth a thousand words! There is a class set of laptops at Lambeth Road and

individual laptops for each student from year 5 to year 9. We have access to any necessary books and materials to make the environment dyslexia friendly. Most of our teaching is multi-sensory so resources might mean oranges to squeeze to teach 'squ' or pains au chocolat for pupils studying French!

Consultant's comments:

All lessons were multi-sensory and were clearly enjoyed by pupils. Learning through games was observed in many classrooms. Books and materials are plentiful and varied.

- b) **Library:** We have a range of books and, at the senior department, access to 15 laptops. Our pupils enjoy books and the library is very popular. To enhance it further, the Parents' Association is raising money for improved furniture and layout and ebook readers.

Consultant's comments:

Libraries in both sectors were well equipped, organised and kept. There was a wide range of books in both libraries.

- c) **ICT:** Easy access to laptops for Year 1 to 4, individual access for Year 5 to 9. Touch typing for those who are sufficiently literate i.e. reading age above 7.6 to 8.0. Class set of Macs in the senior department for ICT lessons and for other teaching opportunities such as computer aided design in Design Technology.

Consultant's comments:

Plentiful access to ICT was observed, and smart boards seen in use to good advantage.

- d) **Learning Centre:** N/A

Consultant's comments:

Statements of Special Educational Needs

11. a) **School policy:** We support families through tribunal if necessary to obtain a statement and to name FHS. This is the case for most statemented pupils who represent about 25% of the school. We provide what the statement stipulates in terms of therapy and hold Annual Reviews. We work with LAs to return pupils to mainstream schools.

Consultant's comments:

Documentation for Annual Reviews was exceptionally thorough and well kept, despite, or perhaps because of, the large number of Reviews that need to be carried out. Fairley House uses its own set of Annual Review forms as there is such a wide range of LAs dealt with.

- b) **Types of statemented needs accepted: Specific learning difficulties**

Consultant's comments:

As observed in the section on admissions, Fairley House accepts those pupils it feels it can help.

- c) **Number:** 39

Consultant's comments:

A great deal of work is involved in keeping up with the Annual Review process for this number of pupils. It appears to be done well and efficiently.

- Date:
16. **Approval registration number:**
 17. **Chairman's name:**
Chairman's signature:

Date: