

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.

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 each 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.

J. P. Murray

Principal
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