

STATEMENT OF PURPOSE
MISSION STATEMENT – AIMS OF FREWEN COLLEGE

The central aim of Frewen College is to enable each pupil within the school to fulfil his or her potential. All pupils who enter the school are diagnosed as having severe specific learning difficulties and associated educational needs and thus all have encountered difficulties during their previous educational experiences. Each pupil is seen as an individual with unique talents and abilities and the development of these is central to the education we provide.

We are a community, in which respect for the individual is at the core of our philosophy. Each member of the community, whether pupil or adult, has an important role to play within the society of the school. It is an understanding of these responsibilities and privileges which allows each of us to contribute fully to the community of the school.

By providing a unique combination of strategies, curricular and pastoral, Frewen College strives to provide the best possible education for every pupil who attends. The value-added education we provide allows each pupil to move on to become included and contributory members of society.

Provision at Frewen College

Frewen College was founded in 1910 as a specialist school for dyslexic pupils and this remains its central remit. The principle aim of Frewen College is to enable each pupil to fulfil his or her potential, to help them overcome their problems, realise and develop their unique talents and abilities.

Respect for the individual is central to the philosophy of our community. We aim to provide a safe, rich and challenging learning environment where pupils grow in confidence, develop friendships and view learning as a positive and stimulating experience.

- Our school provides a specialist education for pupils with dyslexia, developmental co-ordination disorder, dyscalculia, and associated speech and language difficulties. All pupils are of average or above average ability but have SEND needs. A key feature is in-house Continuous Professional Development, effective sharing of good practice on a regular basis and corporate decisions to improve outcomes for children.
- Registered in the Specialist Provision Category of CReSTeD, we have a national reputation for dyslexia expertise and because of our Strategic Intent to become a Learning Community, we offer advice to professionals and parents.
- Our pupils have frequently encountered severe difficulties in their previous school experience and some were school refusers. We are highly successful in raising low self-esteem and enabling pupils to maximise their talents and abilities. Careful recruitment is a priority; the staff are committed to addressing and removing barriers to learning.
- The development of effective policies and continuous CPD has increased motivation and the numbers of pupils going into the Frewen College Sixth Form, an alternative college or other training. New programmes introduced to teach basic skills equip pupils to take their place in society and attain future economic independence as life-long learners.
- Our pupils' personal development is outstanding, supported by an integrated PSHEE, Citizenship and Careers programme and informed by a developing response to Every Child Matters. A strong framework of pastoral tutors, mentoring and counselling underpins the programme of care and is a strength of the school. Educational Psychologists, therapists and health professionals such as CAMHS actively recommend Frewen to Local Authorities and parents.

Arrangements for pupils who have special educational needs

All pupils have special educational needs and these dictate the whole pastoral, academic and therapeutic provision.

Important features are:

- Coordination of SEND provision by a Vice Principal with extensive experience in special schools and expertise in CPD.
- The financial priority given to professional development means we have a well trained and experienced staff. The impact of this is a consistent approach which matches the learning, social and personal needs of the pupils.
- A physical environment well-suited to the needs of pupils admitted, including those with sensory integration problems.
- Individual programmes designed around SEN Statements, where appropriate, and professional reports.

- Small classes of approximately 8 pupils, combining for some activities such as PE and Games
- Therapeutic provision of a high standard. Speech and Language therapy, Occupational therapy, Sensory Integration therapy and Johanssen Auditory therapy are an integral part of our provision. These are available both as individual and small group sessions and recommendations are integrated into the school day to help the pupils access the curriculum.
- A cycle of assessment, teaching and target setting with termly IEP's for all subjects, described by CReSTeD as "exemplary".
- Annual Reviews for all pupils, regardless of Statementing, ensures "Pupil voice" and parental involvement.
- Mentoring and counselling helps to raise levels of self-esteem.
- A designated Matron and Medical Centre improve the level of health care and pupil welfare.
- Pupils meet tutors 3 times a day. This helps improve well-being and confidence of pupils and for younger children has aids the development of executive functioning skills.
- The allocation of personal academic mentors for all Year 11 pupils reduces stress levels and ensures pupils keep up to date with examination coursework.

Date Reviewed: September 2022

Next Review: September 2023