



Statement of Purpose

Aspire • Believe • Achieve

Staff member responsible:	Mark Loveday
Role:	Headmaster
Revised On:	Sept 2026
Ratified by governing board:	
Review Due:	Sept 2027



FREWEN IN FIVE

VISION

To be a beacon of dyslexic practice.

Unlocking potential through educational excellence and innovation.

VALUES

ASPIRE • BELIEVE • ACHIEVE

Frewen College is an coeducational independent day and boarding school for students aged 10-19 specialising in dyslexia. The central aim of the school is to enable each pupil within the school to fulfil his or her potential. All pupils who enter the school are diagnosed as having dyslexia (except Prep Plus +) and associated co-occurring specific learning difficulties. Each pupil is seen as an individual with unique talents and abilities and the development of these is central to the education we provide, enabling all students to: *aspire, believe, and achieve*.

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 aspirational education we provide allows each pupil to thrive and reach their fullest potential, leaving Frewen with the qualifications and skills required for an ever-changing world.

Provision at Frewen College

Frewen College was founded in 1910 as an independent school specialising in educating 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 by delivering an aspirational curriculum, enabling them to 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 an independent education for pupils with dyslexia and associated co-occurring SpLDs e.g. developmental co-ordination disorder, dyscalculia etc.. All pupils are of average or above average ability.
- 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 Beacon of Practise, we offer advice to professionals and parents.
- Careful recruitment is a priority; the staff are committed to addressing and removing barriers to learning.
- Our Sixth Form enables students to continue their academic journey at Frewen College post Year 11, with the school offering access to a variety of A Level and Level 3 qualifications. Students benefit from continued subject specialist teaching alongside a diploma of achievement programme designed to support independence and life skills helping them to prepare for their next steps: university, college, or the world of work. Our aim is to ensure all of our students leave Frewen as successful, well-rounded individuals with the skills needed in an ever-changing world.
- Our pupils' personal development is outstanding, supported by an integrated PSHEE, Citizenship, and Careers programme. A strong framework of pastoral tutors underpins the programme of care and is a strength of the school.

Arrangements for pupils who have special educational needs

All pupils have dyslexia as a primary need with associated co-occurring SpLDs. Our aspirational learning environment is supported through our exceptional transdisciplinary: pastoral, academic and therapeutic provision.

Important features are:

- Coordination of specialist provision is overseen by the Head of Learning Support, a qualified specialist teacher assessor with extensive experience in the field of dyslexia practice and diagnostic assessment.
- 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 learning programmes designed around individual needs and, where appropriate, outcomes from professional reports.
- Small classes of approximately 10 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 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".
- Triangulated pastoral support 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.

