



Fair Ways Education

Prospectus Aims and Philosophy

Doc Ref:	Version No:	Summary of Changes:	Author:	Release Date:	Approved By:
SC01	1	Review 2016 / 2017	Gareth Webb	November 2016	
SC01	2	Review 2017 / 2018	Gareth Webb	November 2017	QSGC
SC01	3	Review 2018 / 2019 Added Fort Wallington	Laura Willis	October 2018	QSGC
SC01	4	Review 2019 / 2020	Laura Willis	October 2019	QSGC
SC01	5	Review 2020 / 2021	Laura Rowe	October 2020	QSGC
SC01	6	Review 2021 / 2022	Laura Rowe	October 2021	QSGC
SC01	7	Changed review period to every 2 years 2021 / 2023	Laura Rowe	October 2022	PSC
SC01	8	Review 2023/2024	Victoria Adams	October 2023	PSC

Review Date: October 2025 (Every 2 Years)

Contributor:

making a difference, not a profit

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Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

Making a difference through passionate care, support and education.

Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:



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| · We do what we say we will | · We don't give up on people | · We give feedback, we invite feedback, we listen to feedback | · We are always willing to explain why |
| · We approach challenges with optimism and enthusiasm | · We value all individuals and are willing to challenge them | · We look inward before we look outward | · We have the courage to be open and honest |
| · We don't judge, we notice | · We embrace each other's differences as much as our similarities | · We learn as much from our mistakes as from our successes | · We earn trust through our transparency |
| · We put the needs of the service before our own personal gains | · We accept responsibility for our actions | · We listen to each other, learn from each other and grow together | · We live by our values even when no-one is watching |

1 Introduction

1.1 The Fair Ways Education Department is part of Fair Ways, providing continued education primarily for those young people who for some reason, have been unsuccessful in other educational placements or are placed in residential childcare homes or foster placements. It caters for young people of all ages and of all abilities. It is non-denominational.

1.2 Our two schools are open to all young people from 11 - 19 years who have presented a variety of educational needs.

- Fair Ways School has two sites: one is based in Swanwick educating young people with Social, Emotional and Mental Health (SEMH) needs. The other site is based in Fort Wallington, Fareham and works with young people aged 14+ with SEMH and ASC who are looking to transition onto career paths.
- GLADE School has one site which is based in Totton and is purpose built for young peoples with Autistic Spectrum Conditions (ASC) and challenging behaviour.

1.3 The Swanwick School site has an art studio, a science room, IT/gaming suite, food technology room together with other teaching areas. The school also has access to its own grassed areas, outdoor gym, caged basketball court and a large tarmac play area. The Fort Wallington site has a full suite of classroom spaces including a construction workshop.

- 1.4 The GLADE School has a sensory room, therapy room and 8 classrooms designed to support young people with autism.
 - 1.5 For those young people with Education, Health and Care (EHC) plans, a trained specialist team of teachers, therapeutic learning practitioners, pastoral team and learning support workers meet the needs of our young people. The schools also have access to an internal Therapeutic Hub who are able to support both the young people and staff.
- 1.3 The school has excellent links with local schools for inclusion opportunities, our local colleges for link courses and local shops and businesses within the community for activities and work awareness and work experience opportunities.

2 Organisation

- 2.1 All staff will ensure that they are aware of full young people's records, if any, and are using any documentation concerning Special Educational Needs (SEN) requirements. The Education revival programme specifically designed for the needs of our young people works from the premise that all of our young people are individuals and have individual needs. These needs are catered for with plans and programmes tailored to each individual young person. Homework will be provided by the teacher as a follow on from the daily sessions and will follow the National Curriculum where appropriate. As previously stated, and in our opinion, most importantly the curriculum will always be built around the needs of the young person as an individual. Teaching and Learning is overseen and delivered by the Deputy Head and curriculum support teachers who hold qualified teaching status or QTLS. The teaching and learning are audited by Curriculum Managers.
- 2.2 If there is a requirement for extra personnel or resources attached to the provision of the placement, Fair Ways Education will attempt to secure that funding through the young person's Social Worker or from the originating LEA.
- 2.3 All prospective clients are welcome to inspect the educational provision at any time or when considering placement.

3 Our Vision for Fair Ways Education

- 3.1 Fair Ways provide education for young people with social and emotional mental Health needs with additional complex needs such as ADHD, ASC, MLD and young people in

full-time residential care and Foster care, as well as living with family, in accordance with the documents The 'Children Act, 2004' and 'Education of Young People in Public Care, 2000' and the 'Equality Act, 2010'. The policy also considers 'Working together to safeguard children, 2018', 'Keeping children safe in education, 2019' and the 'Special Educational Needs and Disability code of practice, 2015'.

3.2 It will ensure that:

- No one is disadvantaged educationally and that education provision is a continuous process.
- They either continue their education in the maintained sector or within our own educational organisation, with all of the necessary support and provision required.
- They are encouraged to achieve whatever their abilities and are confident in their abilities and those achievements.
- Those young people with Special Educational Needs (SEN) have those needs met as part of a continuous educational process.
- Those concerned with the education of young people in care constantly strive to deliver high standards in all aspects of education.
- The young people's needs are catered for and that we provide an educational experience in which they can learn without fear or anxiety.
- They receive constant encouragement to succeed and are able to.
- All learners are treated of equal value, whatever their disability, ethnicity, gender, gender identity, belief, faith or sexual orientation.
- The requirements of the National Curriculum are taken into consideration as far as possible and that young peoples proceed through the examination system appropriate to their abilities and needs.
- Have the highest expectations of all young people, and all young people see the celebration of achievement.

3.3 Fair Ways also provides education for children not in the care of the Local Authority, but who have many complex needs.

4 Fair Ways Education - Aim

4.1 Our aim is to ensure that:

- All of those concerned can feel confident in the staff and be sure that their needs will be catered for.
- They are treated with respect, kindness, and understanding.
- The young people are encouraged to discover and question, explore and investigate, reflect and understand, in all areas of the curriculum.

- They are encouraged to persevere and to know and cope positively with both success and failure.
- They care for themselves, their cleanliness, dress and deportment within the culture of the young people, which is seen to be important and reflected in their studies.

4.2 Having established these aims we will have an organisation:

- In which all LEAs, other agencies, clients, and young peoples can have total confidence.
- Where they can feel secure in the judgements and decisions of the organisation that the needs of their children are held as paramount and fully catered for.
- Where the need of all agencies for information is met with truth, justification, sincerity, impartiality, immediacy and confidentiality.
- Where all the clients' and young peoples' needs and wishes are treated with respect and understanding and where we celebrate success.

4.3 With this simple philosophy we are confident that we will be able to provide high standards and quality education dedicated to, and deserved by, those in care, whilst at the same time complementing the pattern of care established by the care home.

5 Curriculum Aims, Organisation and Provision

5.1 The school curriculum is designed to be sufficiently flexible to meet the individual needs of all our young peoples. All activities that take place during the school day is part of our 'Whole School Curriculum'. Each young person's needs are met by a teacher and therapeutic learning practitioners where required. Exceptional needs support and additional SSA support is provided where required.

5.2 For our young peoples aged 11-16 years the staff team have developed a curriculum and Assessment model which combines the National Curriculum, spiritual education and Personal, Social and Health and Citizenship Education (PSH and CE) and ASDAN. The curriculum is designed to address the individual developmental, sensory, physical, personal, social, and emotional and communication needs of the young people. We offer a broad, balanced and relevant curriculum to each young people as part of our whole school approach to curriculum entitlement and inclusion.

5.3 Each young person has a Personal Education Plan (provided initially by the placing authority) or a Personal Education Target sheet, provided by the teacher at the school, covering the core subject areas of English, Maths, Science and behaviour. These

documents are formulated by the teacher in consultation with parents, social workers and outside agencies. Educational, therapeutic support and needs are built into this monitored programme. The plan contains individual objectives and targets, which are regularly monitored and updated by staff. Young peoples' progress is reviewed through teacher assessment and is reported formally via the Annual Report, Review Meetings, End of Placement reports and statutory review reports.

6 Associated Documentation & legislation

- Children Act, 2004
- Education of Young People in Public Care, 2000
- Equality Act, 2010