Fair Ways School

Prospectus Aims and Philosophy

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
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*:

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

1 Introduction

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

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

- Fair Ways School has two sites: one is based in Swanwick educating students with Social, Emotional and Mental Health (SEMH) needs. The other site is based in Fort Wallington, Fareham and works with students aged 14+ with SEMH and ASC who are looking to transition onto career paths.
- GLADE School has two sites: one is based in Totton and is purpose built for students aged 11 -16 with Autistic Spectrum Conditions (ASC) and challenging behaviour. The other site is based in Eastleigh and educates students aged 14-19.

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, a gym container, art room and STEM space.

1.4 The GLADE School Totton and Eastleigh sites both have a sensory room, therapy room and classrooms designed to support students with autism. Totton site has an OT room complete with swing.

1.5 For those students 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 students. The schools also have access to an internal Therapeutic Hub who are able to support both the students and staff.

1.6 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 students' records, if any, and are using any documentation concerning Special Educational Needs (SEN) requirements. The schools operate from the premise that all of our students are individuals and have individual needs. These needs are catered for with plans and programmes tailored to each individual student. The schools follows 4 education pathways based on need, from The Nurture Pathway, Therapeutic Pathway through to a full suite of academic qualifications at Level 2 and below. The schools 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 student as an individual. Teaching and Learning is overseen by the Curriculum Manager in conjunction with the Headteacher and is delivered by a full staff compliment of trained teachers, trainee teachers, non-qualified teachers and support workers.

2.2 If there is a requirement for extra personnel or resources attached to the provision of the placement, Fair Ways School will attempt to secure that funding through the student'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 students with social and emotional mental Health needs with additional complex needs such as ADHD, ASC, MLD and students 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.
- Students are encouraged to achieve, whatever their abilities and are confident in their abilities and those achievements.
- Those students with Special Educational Needs (SEN) have those needs met as part of a continuous educational process.

- Those concerned with the education of students in care constantly strive to deliver high standards in all aspects of education.
- The students' 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 students proceed through the examination system appropriate to their abilities and needs.
- Have the highest expectations of all students, and all students see the celebration of achievement.
- Destinations are a focus for the schools and pathways are linked to destinations.

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 members of staff and be sure that their needs will be catered for.
- They are treated with respect, kindness, and understanding.
- The students 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 students, 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 students 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 students' 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 students. All activities that take place during the school day is part of our 'Whole School Curriculum'. Each student'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 students aged 11-16 years the staff team have developed a curriculum and Assessment model which combines the National Curriculum, covering RSHE, SMSC and a range of qualifications at every level. The curriculum is designed to address the individual developmental, sensory, physical, personal, social, and emotional and communication needs of the students. We offer a broad, balanced and relevant curriculum to each students as part of our whole school approach to curriculum entitlement and inclusion.

5.3 Each student has a set of academic targets that also incorporate a social target and literacy/numeracy 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 members of staff. Students' progress is reviewed through teacher assessment and is reported formally via the Annual Report, Annual Review Meetings, End of Placement reports and statutory review reports.

6 Associated Documentation & legislation

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