



F R E W E N  C O L L E G E

The Dyslexia Specialists



A Brief History



Frewen College is based at Brickwall House, near Rye in East Sussex. Brickwall is a 17th century country house and estate, and was home to the Frewen family for over three hundred years.

Frewen’s direct predecessor, Down House School, was the first specialist school for dyslexic students in England and possibly the world.

Dyslexia was first described in 1896 by Dr W Pringle Morgan, whose practice was based at Seaford in East Sussex. It is known that Morgan’s practice encompassed a number of schools in the area and it seems likely that these included Down House School, then based at nearby Rottingdean. Down House School was established in 1910 by Seaburne Godfrey Arthur May Moens, an amateur historian born in India. The school was evacuated to Herefordshire during the Second World War and upon its return settled at Brickwall House. We know that by then the school already possessed specialist experience with dyslexic students.

Down House changed its name to Brickwall House School, and then to Frewen College after Admiral Sir John Frewen GCB transferred the school into an educational trust. Since 1972 the school has specialised in dyslexia and associated Special Educational Needs.

WELCOME TO FREWEN COLLEGE

Welcome to Frewen College - an independent, co-educational day and boarding school for girls and boys between the ages of 7 and 19, with dyslexia and associated specific learning difficulties such as dyspraxia, ADHD, and dyscalculia.



It is my privilege to be Headmaster of this remarkable school, and it gives me great pleasure to welcome you to Frewen College.

While I hope our website offers a glimpse into life at Frewen, nothing compares to experiencing it first-hand. I would be delighted to welcome you in person and show you what makes our school so special.

Frewen is an independent, co-educational day and boarding school for students aged seven to nineteen specialising in dyslexia and co-occurring Specific Learning Difficulties (SpLDs).

Nestled in the beautiful East Sussex countryside, we provide a high-quality, supportive learning environment that empowers every student to Aspire, Believe and Achieve.

We are proud to be the oldest dyslexia-specialist school in the UK – and quite possibly the world – which makes us genuine pioneers in the field. With decades of experience, we use the most effective, evidence-based teaching methods tailored to support the unique learning profiles of our students. Our small class sizes ensure that staff know each student exceptionally well, allowing for personalised, adaptive learning which unlocks their full potential.

Warmest regards,

Mark Loveday
Headmaster



“It has been a joy and a source of great pride for me to watch my daughter’s transformation over her short time at Frewen. It is entirely due to the dedicated and patient teaching staff, the therapeutic and safe environment that is created, the time and thoughtfulness which is invested in every child.

This time a year ago, my daughter had no future. Now we see a future full of opportunities for her and I can only say a massive thank you.”
Parent of Senior School Student



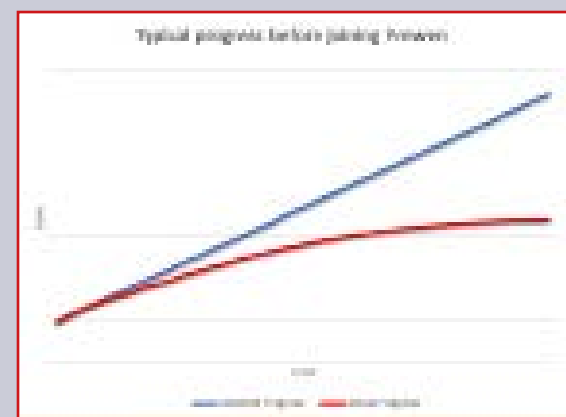


Our teaching staff are trained to use a range of strategies to enable students to find ways around the learning difficulties that can make academic subjects seem so difficult. Frewen is not a traditional school with extra help for dyslexia - the support is provided in all lessons, all of the time. We have a typical maximum class size of eight students.

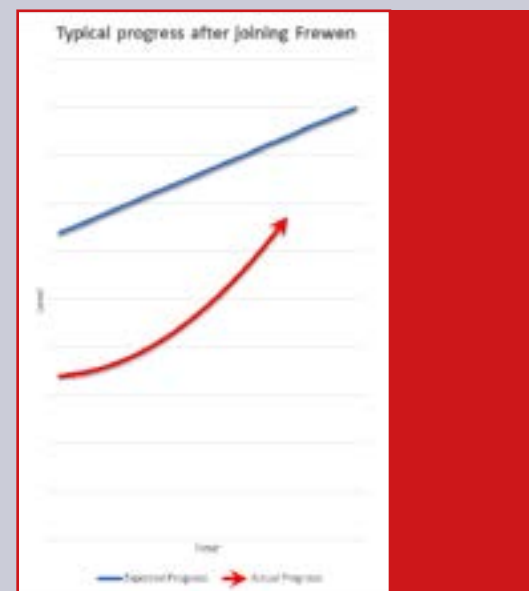
English and Literacy are at the core of all our work at Frewen. Our most important responsibility is to remove the fear of the written and spoken word and give our students the skills and the confidence to read and write competently.

Pupils joining Frewen College from other schools may have been working as hard as, or harder than, their peers, but they have often made less progress because their Specific Learning Difficulties have either not been recognised, or have not been properly addressed.

Depending on the individual circumstances, they may have begun to lose confidence, or become anxious, and their self-esteem may have been affected. The longer the needs remain unaddressed, the worse the situation becomes.



The unique environment and support that we provide enables these students to start to make progress and regain their confidence - not only through feeling better about their studies, but by taking part in creative, sporting and extra-curricular activities, getting involved in the pastoral life of the school, making new friends, and understanding that, while dyslexia can certainly make life more difficult, there are no limits to what is possible.



- "All-through": Prep School, Senior School and Sixth Form; ages 7 - 19
- CReSTeD - Highest Category: Dyslexia Specialist Provision
- All classroom staff hold at least Level 3 qualification in Dyslexia from the British Dyslexia Association
- Dyslexic teaching strategies in all classes
- Communication Friendly status - all staff trained in Speech, Language and Communication needs
- Small classes
- Focus on literacy and numeracy across the curriculum
- Assistive Technology used throughout the school
- Broad curriculum including English, Maths, Science, Humanities, Arts, Sports and Outdoor Education
- Full range of GCSE level courses
- Wide range of Sixth Form courses, providing transition to Further and Higher Education and Careers
- Excellent pastoral support: tutors have thorough understanding of the students in their care
- High expectations of all students, regardless of ability or starting point
- Regular tracking and reporting on students' progress
- Our own, in-house team of qualified Speech and Language and Occupational Therapists
- Full range of extra-curricular activities including Sports, Arts, Crafts, Games, Homework clubs
- Wide range of sports; fixtures against other schools, horseriding, archery etc.
- Duke of Edinburgh Award
- Experienced boarding team; full, weekly and flexi-boarding available





We want every student at Frewen to feel safe, happy and supported.

Each student has a form teacher with whom, in the Prep School, they spend most of their time, and who, in the rest of the school, they see at least twice every day, and who is responsible for their overall welfare.

One of the aspects of Frewen College that makes it so special is the fact that it is a small school with corresponding class sizes, so there is a sense that everyone knows each other and is part of one big family.

There are excellent student/teacher relationships, and staff regularly meet and discuss pupils' progress, welfare, concerns and successes.

There is a very active Student Council, with representation from all tutor groups in the Senior School and Sixth Form, and students are encouraged to organise events, for example to raise awareness of, or money for, their chosen charities. In the Prep School, pupils' views and suggestions are sought and represented through the prefect system.

Regular assemblies provide an opportunity for students to present, on a range of themes, to the rest of the school, thus increasing their self-confidence and public speaking skills.

"Frewen College has been the making of my son. It took a long drawn out battle to get the LEA to agree to let him go there, but finally it happened and it has been like winning the lottery.

We are forever grateful for the wonderful school environment, the life-changing teaching and the very specific, small classes that are so appropriate for young people with the specific learning needs that my son has.

The school has been a second home over the last seven years, and we are blessed that he was able to benefit and grow in such a nurturing and positive school. With encouragement, hard work and support every child is carefully led to reach their potential.

My son would not be in the place he is now if it wasn't for Frewen College. I firmly believe this."

Parent of Sixth Form Student



ASSISTIVE TECHNOLOGY



At Frewen, we are keen to make sure that we do not miss an opportunity for our students to learn, or to show their capabilities, and that they are not unnecessarily disadvantaged because of their dyslexia.

While keeping up our focus on the development of literacy and numeracy in all areas of the curriculum, we are committed to ensuring that we offer students the advantages of the latest developments in technology.

Most of us use information and communication technology extensively in our daily lives, and we anticipate that this will increase over time. Our students do not remember a world without computers, have grown up with them and are often more adept at exploiting them than their parents and teachers. Many of them will go on to careers where they work directly or indirectly with IT.

Computers for student use are situated throughout the school. There are three dedicated computer suites and computers in the auditorium for students to use during lunchtimes if they so wish. In addition to this, the school has class sets of laptops that can be used in any classroom.

“Pupils expressed that teachers are generous, helpful, calm, easy going, thoughtful and kind in their approach to learning as well as their relationship with them as individuals.

They further commented that the school was giving them a ‘good’ education and they had friends, felt safe and able to get the help they need to make progress and learn.

They stated that teachers explain if they are unsure, always being prepared to restate information recognising this is due to being able to give them more attention due to the small class sizes. As a result they are able to engage in their learning and experience success.”

CReSTeD

Often our students know what they want to communicate, but struggle to put it down on paper. Voice recognition software is available throughout the school, and is used where appropriate. Students can then edit the results using word processing software.

Reading software is also available on all school computers.

Students may, by arrangement, bring their own devices, to use on the school’s secure (and safe) network. They are also encouraged to email, call, or skype home during boarding time.

Depending on their needs, some students may use laptops in classes, and, if this is their normal way of working, in public examinations.



CREATIVE & SPORTING

Arts and Sports are an important part of the curriculum at Frewen College, and popular option choices in Key Stage 4 and in the Sixth Form. Additional creative and sporting options, and a wide range of extra-curricular activities, are available to all students.

Extra-Curricular Activities

A wide choice of extra-curricular activities is available to all. After-school clubs include (subject to time of year, and demand), art, kayaking, board games, design and technology, craft, pottery and archery. All teaching staff contribute to the programme and we are always open to suggestions from students for new activities!

Many of our students receive individual music tuition, in a wide range of instruments, and much extra-curricular activity centres around rehearsals for the many concerts and performances which take place within the school each year.

Outdoor Activities

Outdoor activities contribute a great deal of what makes Frewen so special. Our facilities are the envy of many larger schools, indeed we host a wide range of regional sports fixtures for students from other schools. In many sports our pupils compete with mainstream schools, greatly contributing to the enhancement of their self confidence.

Encouraging regular involvement in physical activity is also an important element in developing a healthy lifestyle, and complements our work in Food and Nutrition and PSHE.

“Over the past year my daughter has benefitted from the opportunity to experience a vast array of different activities during lessons and clubs including gardening, cookery, art, birdwatching, cricket, cross-country running, netball, swimming, Danish longball and - her favourite - archery (to name but a few!)”

Games & Sports

We have 60 acres of playing fields and grounds and offer a full range of sports options including rugby, football, cricket, netball, swimming, tennis, orienteering, archery, basketball and rounders, as well as access to the fitness suite.

Our facilities include a large outdoor swimming pool, rugby, cricket and football pitches, tennis and netball court, five-a-side hard court, grass athletics track and a fitness centre. We also offer options offsite, such as horseriding during Games lessons.

Duke of Edinburgh Awards

All Year 10 students are strongly encouraged to pursue the Duke of Edinburgh Bronze Award, and can then move on to the Silver Awards. We find these extremely helpful in building self reliance and confidence for the future. With access to 100 acres of ancient deer park as well as our own extensive grounds for camping and orienteering, students can build up their skills in a completely safe environment.

Mrs C, Mother of Prep School Pupil



FREWEN PREP SCHOOL

Our Prep School, which is set in its own grounds, welcomes children from age 7 up to age 11, following which pupils can then transfer either to our own Senior School, or to mainstream schools where appropriate.

Prep pupils enjoy the benefits of a very small and nurturing environment while having access to the excellent facilities and subject specialist teachers on our main site.

Individualised programmes tailored to each pupil's specific needs are delivered by our staff, who are all dyslexia specialists.

There are opportunities to revisit Key Stage 1 concepts as necessary, using individualised approaches in spelling, phonics and handwriting, and multisensory teaching techniques. Dyscalculia is remediated with a similar individualised approach, ensuring a true understanding of number is acquired through concrete and meaningful activities. ICT support is given using specialist software.

"My daughter joined Frewen in Year 5 and after only two weeks we began to see some really positive changes - she seemed a lot happier, relaxed and self-assured. Over the last year, we have been thrilled with her progress. I almost cried when, without any prompting, she wrote a sentence about her brother, without spelling mistakes and in joined-up handwriting! Such a thing would have been unthinkable only a few months before."

Parent of Prep School Student

An age-appropriate National Curriculum is supported by our fully integrated therapy team who work within the classroom, and also provide weekly one-to-one input where appropriate. Therapists advise on additional intervention work. Executive functioning skills such as listening, sequencing and categorisation, along with keyboard skills, auditory processing and visual perception are all worked on discretely by the whole team.

Outings and activities support our Creative Curriculum and are invaluable in extending learning opportunities. There is a wide range of onsite activities. Team sports are offered and there are regular events where maximum pupil involvement is encouraged.

We are happy to meet children in Year 2 to start the admission process.

"Teaching in the Prep School is very well developed. Relationships are very strong and teachers know their pupils exceptionally well."

"Pupils make strong progress in their time in the Prep school, particularly in reading, mathematics and science."

Ofsted



THE SENIOR SCHOOL

The Senior School is housed in our purpose-built teaching block, which includes an auditorium, science labs, and specialist classrooms, all of which are equipped with interactive whiteboards and access to the latest assistive technology.

Students in Key Stage 3 follow a traditional curriculum, based on the National Curriculum, with additional English and Literacy, and, where required, additional support and therapy.

At Key Stage 4, pupils study English, Maths, Science, plus four option subjects. Students may take GCSE, BTEC Entry Level and other qualifications as appropriate. They also follow a programme of PSHE, Games, and Literacy sessions.

Option subjects vary from year to year depending on demand, but typically including a range of subjects including History, Geography, Film Studies, Design and Technology, Food and Nutrition and ICT.

Arts subjects are popular, with many students choosing to pursue Art and Design, Music and Drama - subjects which do not rely so heavily on literacy skills.

Careers Guidance and Work Experience are an important part of Year 10, while Year 11 includes mock exams and preparation for external examinations.

In Year 11 students can choose between applying for a place in the Sixth Form, or continuing their studies independently.

"My daughter (who was too scared to speak about her academic results, let alone her future) now wants to take GCSEs that may lead to a career in architecture, law or politics. She regularly performs flute exam pieces, speaks or performs to large audiences with confidence that makes me know the school has a formula that works.

If you want a school that understands your child's needs, and who will genuinely work with you to develop the best from your child, then Frewen College ticks the box."

Parent of Senior School Student

"The college provides tailored support to enable each individual to engage with the curriculum. The ethos of guidance, encouragements and hard work was evidenced in the observed lessons. All pupils were fully engaged during the lessons and indicated the knowledge and care underpinning the lesson to enable access for all pupils. This approach evidently draws the pupils into learning, individual pupils expressed how the pastoral care integrated into the learning had changed their perspective and opened up possibilities and aspirations for the future, and consideration of ongoing learning despite the challenges they face."

CReSTeD



THE SIXTH FORM



The Sixth Form has a holistic approach to education, providing support whilst encouraging each student to gain greater independence in preparation for Higher Education and working life.

We work in partnership with Bexhill College and Plumpton College, which means we are able to offer a wide variety of academic and vocational courses at a range of levels. We are able to cater for students of all abilities who want, or need access to the specialist support our team offers.

We offer a high level of pastoral support in the Sixth Form with every student having a mentor as well as a form tutor.

Our team of Sixth Form Teaching Assistants support students with organisation, assignments, deadlines etc. as necessary.

Sixth Form students play an active role in school life, developing their independence, leadership skills and self-confidence in doing so. This can include the Duke of Edinburgh Award Scheme, music, drama and sporting activities, organising whole school events, or taking on roles with younger pupils.

“Pupils’ self awareness is exceptionally developed and so they make sound course and career choices.”

“There are strong systems in place to support students.” Success rates have been high and support good outcomes.”

Ofsted

All Sixth Form students have a personalised programme comprising their main course choice(s) plus English and Maths as required, Personal and Social Development, extra-curricular activities and work experience opportunities. Students also have independent study periods enabling them to develop their self-management skills.

Students attending Bexhill College are part of a Bexhill tutor group. This helps them to develop new friendships, feel part of college life and give them another adult they can ask for help. Students attending Plumpton College enjoy specialist teaching at the Ivyland Farm site spending approximately three days a week on site.

Throughout the year, Sixth Formers attend workshop days that focus on topics such as careers, study skills, employability skills and independent living skills.

Our Sixth Form is open to both internal and external candidates, as long as they pass our own selection process, and are accepted onto the course of their choice at our partner colleges.

“We are very grateful indeed for the help our daughter has received at Frewen College, and delighted with her educational progress so far, which has resulted in her being able to apply for a university place.”

Parent of Sixth Form Student



BOARDING

Our experienced boarding team all work to make boarding life as much like a home from home as possible.

We believe our boarders have a right to feel completely safe, to be respected, and to have fun, within a clearly defined structure. They learn to respect each other and to develop social skills that many have previously lacked, but we also understand the need for privacy and contact with home. Boarders have access to private landlines and Skype if they wish to make private calls home.

Boarding is fully flexible, and we make no additional charge for weekend boarding. Many boarders stay at the weekends.

Activities for Boarders

Many of our day students envy the range of activities we provide for our boarders. Boarders can watch or participate in a wide range of sports, music, arts and crafts. Popular pastimes include trips to the cinema or theatre, water sports, trampolining and ten pin bowling. For the less active we have a dedicated Playstation room, computers, board games, TVs....

Catering

We fully recognise the importance of healthy eating in helping to ensure students are best equipped to learn. Our catering team offers an excellent range of hot and cold menu options, all cooked in-house, and are able to cater for a range of special dietary requirements.

We use locally produced ingredients wherever possible, including increasing quantities from our own gardens.

“Children really enjoy their time in boarding. They experience very warm, positive relationships with ‘firm but fair’ staff, naming many who they would approach with any worries or concerns.

Boarders are consistent in their message that boarding strongly benefits their personal development and academic achievements, as well as being fun.

Behaviour is excellent. A boarder stated, ‘We know why the rules are there and know the difference between liking a rule and respecting it. If someone breaks a rule we own up really quickly.’

Exclusions are very rare and challenging behaviour does not feature in this school.”

Ofsted

HEALTH AND WELLBEING

We believe in a whole school, ‘holistic’ approach to supporting the children entrusted to us. Our policies and practices embrace children’s health, social and emotional wellbeing, as well as dealing with their Special Educational Needs and education. We have a fully-qualified team of professionals to support this approach, including Speech and Language and Occupational Therapists, Physiotherapist and School Matron, and we work with other professionals as required.

Therapies

We have an extremely experienced team of therapists who are able to address all the principal needs of our pupils. Our Lead Speech and Language Therapist has additional training in Audio Therapy, including Johansen Individualised Auditory Stimulation, which involves listening to music specifically designed to stimulate the nerve pathways into and within the brain - in particular the areas dealing with language.

Our onsite Occupational Therapists and Physiotherapist can assess and treat a range of difficulties including Developmental Coordination, visual perception, functional gross and fine motor and handwriting difficulties. By addressing these areas, we can underpin learning and thereby support students to access the curriculum as effectively as possible in order to achieve their optimum potential.

We also support students who have sensory processing difficulties and can offer Sensory Integration Therapy and/or advice on day to day strategies to help them manage these within school.

We have an open door policy so that parents, teachers and students can have access to therapists as required.

We are also fortunate to be able to offer access to counselling and psychotherapy for students who require these.

“Pupils benefit from a range of therapies that are used extremely well to supplement the curriculum and help ensure pupils’ outcomes.

The effective partnerships with therapists ensure that learning is fun, engaging and meets pupils’ needs very well.”

Ofsted

“My daughter has benefitted from Occupational Therapy and, because of the positive encouragement received and strategies learned, she has finally mastered the art of learning how to tie her shoelaces and ride a bike.”

Parent of Prep School Pupil



ADMISSIONS



For admission to Frewen College, applicants must have dyslexia and/or associated Special Educational Needs (dyslexia or dyspraxia, or speech, language and communication difficulties) as their primary need.

We receive large numbers of applications, throughout the school year, and our admissions team are highly experienced in understanding the needs of applicants, and advising as to whether the strategies used at Frewen College are likely to be appropriate to their needs.

We are an independent school, but accept students who are funded by their Local Authority, having been issued an Education, Health and Care Plan. We are fully familiar with Local Authority processes and are able to offer advice to those parents who need it.

We teach boys and girls aged from 7 to 19, but we do not admit new students into Year 11 or 13, nor usually Year 10 or 12 after the first half term as it is too disruptive to others. We prefer early years admissions as that gives us the best opportunity to make the biggest difference. We welcome day and boarding students, and boarding is fully flexible. Please note that availability is very limited in some year groups.

We welcome international students, provided English is their first or strong second language, and they have an appointed guardian in the UK.

We only admit children we consider will fit into and benefit from our school community. We do not admit children with Emotional Behavioural or Social Disorders. Please ask the Office for a copy of our Disability Equality Policy if your child has physical disabilities.

We encourage prospective parents initially to attend one of our regular Open Mornings to meet some of the key staff, tour the school and see the students in lessons. Please see the website for dates.

If you are interested in applying for a place, we request that you send all relevant documents, including a recent Educational Psychologist report, Education Health and Care (EHC) Plan (if you have one), school reports, and any other relevant documentation.

If after studying the paperwork we agree that we may be able to help your child, they will be invited to attend for Evaluation and Assessment, usually comprising two school days for day pupils, or three days with two overnight stays for boarders. We will normally be able to let you know within 48 hours of completion whether we will be offering a place. Provided that funding is available, new pupils can start straight away, or at an agreed later date.

"If I cannot get my child into Frewen College, I will have to move to Finland."

Parent of prospective student





FREWEN COLLEGE

For further information and latest news, visit www.frewencollege.co.uk

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Ofsted and CReSTeD quotes
from latest inspection reports
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See website for latest reports

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