

Statement of Purpose



***“Giving young people the skills, confidence, and
resilience to meet the challenges of life”***

Falkland House School Values and Aims

We aim to work with stakeholders to create a nurturing environment which celebrates success and where young people can:

- develop the skills and strategies to promote self-confidence.
- relate to and work with others.
- respect themselves and their community.

Falkland House School



The school specialises in providing integrated education and care to boys from 8 to 18 years old, including those with Autism, emotional and behavioural difficulties, ADHD, and Tourette's syndrome. Some pupils may also find it difficult to cope in a mainstream educational setting or have difficulties forming interpersonal relationships, particularly with their peer group or at home.

Pupils can be referred from all regions in Scotland and England, with referrals and funding arranged through local authorities. The school offers day, as well as 39-week and 52-week residential placements. Pupils on 39-week placements are resident from Monday to Friday, returning home for weekends and holidays. Planned interaction between home and school is vital and the Outreach Programme operating at weekends and holidays enhances this.



The school will also consider requests from parents under the Placing Request legislation. The school has a well-established reputation for excellent quality of service provision and for achieving positive educational and socially inclusive outcomes.

The school was the first independent school in Scotland out with the NAS to be awarded Autism Accreditation by the National Autistic Society. It was also the first (and only) school of its type to gain 'excellent' gradings in every statement it had been inspected in.

Our aim is that pupils should be happy and fulfilled by taking part in rewarding learning experiences within an atmosphere of mutual respect, tolerance, and goodwill. We also actively encourage them to take part in decision making which affects their lives. Alongside this the pupils are also encouraged to participate in raising awareness and funds for different charities who we support.

The ethos within the houses is to provide a nurturing homely environment, valuing each pupil's individuality, supporting them to develop their full potential whilst feeling safe and cared for. The school's values and aims are fully supported and supportive of the new Health & Social Care Standards, the GIRFIC Model, The My World Triangle, My Life Right Now and What Helps Me.

There are three houses and bedsits within the school (Fife, Athol and Flat). Within the houses care teams supervise and support young people to develop good routines that help them to develop life / self-care skills. Creating a safe environment, young people can learn to respect, share, and work positively with others. Pupils are encouraged to personalise their bedrooms and keep their areas tidy to promote a sense of pride, ownership and develop personal responsibility. Pupils are encouraged and supported to carry out tasks as independently as possible.

From early evening pupils are encouraged to participate in the school's activity programme which offers them the opportunity to engage in a variety of different activities. They follow bedtime routines, all of which helps to enhance health and wellbeing, self-confidence, and independence.

The care team uses resources available through the school independence programme and sets out a wide range of life skills tailored to suit each young person's age and stage. These skills range from learning to tell the time, tying shoelaces, operate and use washing machines, manage shopping trips, swimming lessons through to interview techniques and budget planning etc.

In preparation for attending work or college placements and traveling home to and from school, pupils practice independent public travel with care staff until they gain the confidence to do this independently. With support from the care team, pupils are encouraged to engage in the wider community through clubs, groups, and volunteering/work placement opportunities.

Pupils develop strong ties with the adults they work closely with i.e., keyworker and key teacher. The staff help pupils to develop skills which they will require for daily life and to make good choices. Key teams i.e., keyworkers and key teachers work in partnership with families and agencies involved with the pupil's care.



On their visit, an independent auditor made the following comment:

"The staff members that I spoke to over the course of the visit, as always were extremely helpful and a pleasure to talk to, they have a good understanding of the needs of their young people."

Falkland House School offers excellent access to the outdoors, being at the foot of the Lomond Hills and on Falkland Estate, outdoor activities such as trail walking, hiking, and cycling are easily accessible with other facilities close by that offer a range of experiences and opportunities to our young people. This readily available and supported access to healthy pursuits has such a positive impact on the mental wellbeing, self-esteem, and independence of our young people. Our outdoor learning programme supports young people to gain experiences in the outdoor world, gently building on their confidence, self-esteem, and resilience along the way.

Our Education Team strive to employ an adaptable and dynamic approach to ensure each young person's individual needs are met in the classroom to enable them to achieve their fullest



potential. Class groups are formed around a combination of age, stage, and peer dynamics to ensure that everyone feels safe, comfortable, and able to learn. As with the Care Team, the Education team focus on building positive relationships with the young people and empower and guide them to make the right choices to achieve positive outcomes.

Our Clinical Team, consisting of a SALT, OT, and Psychotherapist, set out to provide our young people with all the support they need to develop in confidence by overcoming barriers they have previously faced. The Clinical Team also support both Care and Education Team's to better inform our practice so they are underpinned with a holistic approach.

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