



# **FUTURES Programme Prospectus 2022/23**

Headteacher: Alex Yates  
[head@royalfree.camden.sch.uk](mailto:head@royalfree.camden.sch.uk)  
[admin@royalfree.camden.sch.uk](mailto:admin@royalfree.camden.sch.uk)  
Tel: 020 7472 6298/6121  
[www.royalfree.camden.sch.uk](http://www.royalfree.camden.sch.uk)

## LOCATION

Our FUTURES Programme is located at The Hive on Finchley Road.

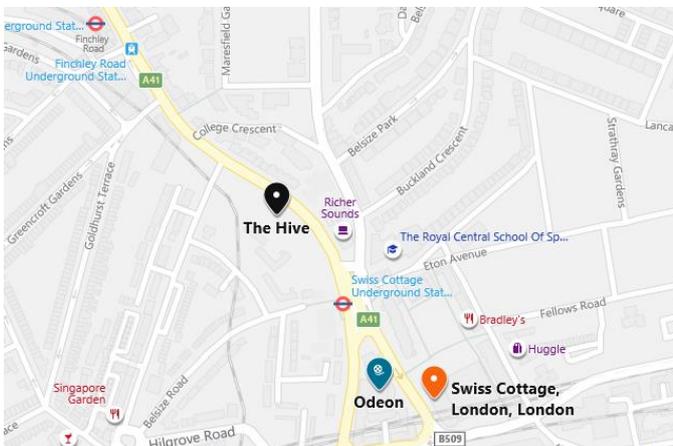


**18 Harben Parade, South Hampstead, London NW3 6JP**

The Hive is also host to a project called ‘Minding the Gap’ for young people aged 16 to 24, designed to be a safe and welcoming place for those who are caught in the gap between children’s and adults’ services.

RFHCS utilises the ground floor of the building between 8am-4pm every week day.

### Map



### Rail

Then Hive is quite close to *Finchley Road and Frognal* (London Overground)

### Underground

*Swiss Cottage* tube station on the Jubilee Line is around 200 yards away. The Hive is also within easy reach of *Finchley Road* tube station (Metropolitan and Jubilee)

### Buses

46, 268, C11 all stop very close.

### **Parking**

The Hive has very limited parking.

## **SCHOOL CONTACT DETAILS**

The school's administrative centre remains located on the sixth floor of The Royal Free Hospital. Once you have taken the lifts to the 6<sup>th</sup> floor, go to the entrance of wards 6 North and 6 West B. This is a secure entrance to the paediatric wards. Please press the buzzer on the left of the door and ask for The Royal Free Hospital Children's School.

The Royal Free Hospital Children's School  
6 West B  
The Royal Free Hospital  
Pond Street  
London  
NW3 2QG  
Tel: 0207 472 6298  
Email: [admin@royalfree.camden.sch.uk](mailto:admin@royalfree.camden.sch.uk)

## **ABOUT OUR SCHOOL**



The Royal Free Hospital Children's School (RFHCS) is an outstanding community Special School for pupils aged 5 to 16. We are a leading practice school for Mental Health and Wellbeing and committed to trauma informed practice.

The school is currently based across four sites. As well as offering education to children who are patients on the paediatric wards at the Royal Free Hospital and within the Royal Free Eating Disorder Service at Queen Mary House, we also offer a limited number of places on two alternative provision programmes for children experiencing medical or mental health challenges that mean they are unable to attend mainstream school. The school also provides a medical needs outreach teaching service for the local authority.

The school operates within a multi-disciplinary framework; working closely with a range of professionals including consultant doctors, mental health professionals, physiotherapists, speech therapists and other agencies.

The Royal Free Hospital Children's School works closely with pupils' mainstream schools and is committed to creating links to promote educational inclusion. As part of this commitment, the school is developing its outreach work with schools to support children with medical and mental health needs.

## MISSION STATEMENT AND AIMS

### **Our Mission is –**

- To enable continuity of education for children and young people, within the hospital and wider community, who are currently facing significant barriers to their learning
- To provide personalised learning support and intervention
- To provide opportunities for progress and achievement
- To support reintegration back to mainstream education or employment, as appropriate
- To work collaboratively with parents, carers, professionals and schools to improve the overall well-being of children and young people
- To enable pupils with medical and mental health needs to reach their full potential

### **Our Aims are –**

- To create a happy, secure and supportive learning environment, rich in creativity and challenge
- To place the child's voice at the centre of education, health and care planning
- To offer every pupil full and equal access to all areas of the curriculum, taking into account health or developmental needs through personalised learning programmes
- To help each pupil achieve the greatest possible degree of independence

- To prepare each pupil for life beyond school, encouraging a sense of self-worth and recognition of themselves as part of the community.
- To integrate therapies with curriculum activities where appropriate.
- To value all adults' and pupils' contributions to the school's progress, and celebrate success and achievement.
- To build self-confidence, resilience and respect for self and others.
- To ensure all adults access appropriate specialist training and encourage development to support young people and reach their full potential.



## ADMISSIONS CRITERIA

Children who attend the programme should be engaged with medical or mental health services. They will be children who, for whatever reason, are currently having difficulty attending their own school. See our website for the full Admissions Policy.

Pupils accepted onto the programme tend to have complex and inter-related special educational needs affecting their ability to learn which could include one of the following:

- Significant emotional vulnerability or mental health needs affecting their ability to thrive in mainstream school
- Severe and persistent attendance issues in association with significant anxiety, emotional vulnerability and/or school refusal

The school will consider referrals from outside Camden but it is necessary to contact the Headteacher to discuss the child's needs. When places on the programme are oversubscribed, we give priority to pupils resident in Camden.

## WHO REFERS A CHILD FOR A DAY SCHOOL PLACE?

A range of professionals make enquiries to the school including –

- Education Welfare Service
- Camden Special Educational Needs and Disabilities (SEND) and/or Medical Needs Inclusion Team
- Educational Psychologists
- Heads of Year or SENDCOs

Referrals are usually supported by either a Consultant Psychiatrist or Paediatrician. Please contact the Headteacher to seek advice if you are a parent, carer or professional and believe a child, who is not currently in contact with any medical or psychological services, may benefit from becoming a pupil.

## THE SCHOOL DAY

The day for day school pupils runs from 10am to 12.15pm and from 1.15pm to 4.00pm. On Tuesday and a Thursday morning Sports sessions at RF Recreation Centre run from 9.30am.

## CODE OF CONDUCT

To help us achieve our aims, the school has adopted a simple code of conduct and a clear ethos for our learning community

### ***Co-operation Consideration and Contribution***

The Behaviour Policy sets out the school's expectations regarding general behaviour and attitude to work. Reasons of practicality make it difficult to discuss the code with all short-stay pupils; however, the code is on display in and around the school. In addition, it is discussed with pupils as the need arises.

Pupils are encouraged to take responsibility for their own actions and behaviour whenever possible. This is part of what we call our '*The Challenge Model*'.

The school's behaviour policy is based on a positive approach and the use of sensitive discipline – valuing mutual respect, participation and reward. The school operates a Pupil Reward System to reinforce and support positive behaviour for learning (see Rewards and Sanctions Policy).

***"The school provides an exceptional quality of education for pupils" OFSTED 2019***



The school has a proven track record in achieving positive outcomes for its young people. The progress that most pupils make on the programme is, in most cases, outstanding relative to their starting points. The school offers a 'Challenge Model' where young people are encouraged to embrace change and develop independence and resilience. Pupils tend to thrive in an environment that is highly conducive to learning so progress is sometimes very rapid.

Our school offers a holistic approach to teaching and learning that takes account of each child's medical, psychological and educational needs. To ensure we meet these needs, staff discuss pupil progress during handover meetings at the beginning of the day.

RFHCS is able to make a fairly full offer of 5+ GCSEs as well as a good range of alternative qualifications and accreditation. We are registered with all UK public examination boards.

On a day-to-day basis, the school provides class-based group teaching, opportunities for self-supported study and one-to-one tuition, which includes time with their Personal Tutor and a range of additional support and interventions. Teachers create a professional but very supportive and collaborative learning environment – tailored to the needs of this largely anxious/vulnerable target group.

The school builds a detailed profile of each learner and, through the use of pastoral assessment tools and is able to measure progress in a number of areas. Data is used to providing challenging short-term and long-term targets for all young people which are regularly and systematically reviewed and supported by other agencies. Pupils are placed at the centre of their own education, health and care planning through the use of multi-media advocacy.



The school is a founding member of Camden Learning and has a commitment to regular Continuing Professional Development to ensure both teachers and teaching assistants keep abreast of the latest good practice in teaching and learning.

### **Personal, Social and Health Education**

Pupils participate in lessons that challenge them to think about themselves and the world they live in. They engage in lessons to assist in development of emotional literacy, and discuss ways to maintain positive well-being and avoid the common health risks. They are given a wider understanding of social and economic issues facing people in other countries and the world in general.

The school has chosen to make additional curricular provision for additional cross-curricular elements and experiences including;

- In addition to weekly PSHE and Citizenship and Religious Studies sessions, pupils also participate in a 'Collective Time' that challenges them to think about themselves and the world they live in with a 'Philosophy for Children' approach to question and enquiry.
- Lunchtime activities that support physical health and emotional well-being. The school holds the 'Gold' Healthy Schools Award.
- Two coached sports sessions per week at The Royal Free Recreation Centre
- A 'Life and Leisure' programme that incorporates close ongoing links with community organisations like Hampstead Theatre, WAC Arts
- Extended Creative Arts, Music and Drama Projects with external groups and artists-in-residence. The school has been awarded Platinum 'Artsmark' Status
- A wide range of Extra-Curricular trips and visits including the opportunity to attend a residential activity in the Summer Term
- Careers Education and Guidance and support with Post-16 transition

In terms of curriculum, we also take account of –

- SMSC (Spiritual, Moral, Social and Cultural dimensions) these run through all curriculum areas and are about developing the whole child. These are supported through the school climate and ethos, PSHE (Personal Social and Health Education), Citizenship, RS and teaching British Values

## EXAMS AND ALTERNATIVE ACCREDITATION

All areas of the curriculum have the potential for accreditation. We offer:

- GCSE English, Maths, Science, Art, Religious Studies, Geography, History, General Studies
- Literacy and Numeracy Functional Skills qualifications
- Arts Awards; bronze, silver and gold
- A range of AQA Unit Awards including Sport, Scriptwriting, TV Broadcasting, Coding, Personal Finance



We are a registered exam centre so pupils are able to take their exams at the school. This often helps our young people to find the exam process more manageable. We also provide access to a range of alternative accreditation, such as Functional Skills, AQA Unit Awards and Arts Award.

## LUNCH TIMES @ THE HIVE



We have to be particularly aware of specific pupil's health needs. For example, children with allergies, gastric problems, or eating disorders.

RFHCS holds the Gold Healthy Schools Award and try to promote a balanced approach to eating. There is no provision for school meals so pupils either:

- Prepare lunch together in our kitchen area using ingredients provided
- Bring their own packed lunch
- Are supported to purchase their lunch nearby

We have fresh water and a range of fresh fruit at break times and at lunchtimes. Depending on the medical health needs of the child, specific snacks are negotiated on an individual basis with the Headteacher.

We are, as much as possible, a nut free environment and ask parents not to send in food containing nuts, fizzy drinks, chocolates and sweets.

We also endeavour to offer different food paths to suit the needs of students who consider themselves to have disordered eating.

## **MEDICINES IN SCHOOL**

Pupils who require prescription drugs during the school day are managed on an individual basis. During their Admission meeting, the child's needs are discussed and arrangements made for administration by the child or a member of staff. All parent(s)/carer(s) are asked to give their written permission for their child to be given non-prescription medicines during the school day e.g. for a headache. Administration of any medicines is logged with time, dosage, and reason.

## **ARRANGEMENTS FOR PUPILS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS**

The schools aims to –

- Identify each pupil's needs, assess those needs and ensure that the school works in partnership with the pupil, parent(s)/carer(s), medical team and any other agencies supporting the child
- Ensure that all pupils are provided with the support they need to access the school's curriculum and make progress commensurate with their ability.

Our school has specialist resources to support teaching and learning for pupils with a wide range of needs. The staff have extensive experience in teaching children with learning difficulties and disabilities both at the Royal Free and in other settings.

The school has well established links and regular liaison with local special schools and SENDCOs from mainstream schools.

Every pupil, including those with an EHCP or E Pep, who attends our school for a period of time, will have their own Individual Education Plan.

As a school we are committed to being inclusive. During a pupil's admission meeting, a multi-disciplinary team will discuss the child's specific needs, any additional resources needed and who will provide them.

The Hive is wheelchair accessible; the school is on one level, with wide doors and a disabled toilet. The school has a detailed Accessibility plan; covering the curriculum, teaching and learning and pupil participation.

## **WORKING WITH PARENT(S)/CARER(S) AND FAMILIES**

The Headteacher and staff welcome contact with parents/carers and families and are always happy to take time to talk over any issue. The Headteacher has an initial discussion with parents/carers of day pupils and regular inpatients, about the education and support their child will receive from the school.

Good communication with families, through personal contact and by telephone, is an essential part of our service.

Parents/carers of day school pupils are kept regularly updated on their child's progress on a daily basis and throughout the week.

Progress is discussed more formally via a termly progress review meeting; attended by professionals from the child's mainstream school and other relevant agencies which ensures children experience consistency and continuity in their education and care.

We run a Parent Group on a half-termly basis.

## **EXAM RESULTS**

The number of exam entrants we have, their range of ability and health problems varies enormously from one year to the next. As a result, each year's exam results are unique to that particular year group: it is impossible to identify any year-on-year

trends. Inevitably therefore, our exam results cannot be taken as a reliable indicator of what another child, who wishes to attend our school, might achieve at GCSE.

We are proud that nearly all day pupils who follow courses and take their exams with us achieve grades at, or above, those predicted for them by their own school. Pupils have achieved a number of grade 9s in the past, often from very challenging starting points.

## ATTENDANCE

The expectations for pupils regarding attendance and punctuality are individually agreed with each child and their family at the admission meeting. The school operates a daily morning call system to support both pupils and parents/carers with attendance.

Parents/carers of day pupils must telephone school at the earliest opportunity to inform us of the reason a day-pupil is absent. Family holidays should be planned to occur outside of term time.

With often significant gaps in their education we believe that consistent attendance is the key goal for all pupils on the programme.

## SAFEGUARDING

***"The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements are excellent."***

***"Parents report that they have every confidence in the school's work and know that their children are safe and well cared for. Safeguarding procedures are very well organised and secure." OFSTED***

The school adheres to the London Child Protection Procedures, adopted by Camden Children, Schools and Families. School staff have a responsibility to report concerns to a designated lead. Although it is important to have a good relationship with families, it does not override the need to protect the child.

Parent(s)/carer(s) can obtain a copy of these procedures and the school's policy on the School Website.

## COMPLAINTS PROCEDURE

All complaints will be handled sensitively and most concerns can be dealt with by talking directly to your child's teacher. If this is not possible for any reason then speak to the Headteacher. Written, formal complaints will be acknowledged in writing within one working day and will be investigated and reported on, in writing, within two weeks. If you are not satisfied and happy with an outcome you can contact the Chair of Governors and/or Camden's Complaints Liaison Officer on 0207 974 1501 or visit [www.camden.gov.uk](http://www.camden.gov.uk) for further help.

Our complaints procedure is available on the school website.