



FUTURES Programme Prospectus 2023/24

admin@royalfree.camden.sch.uk
Tel: 020 7472 6298/6121

www.royalfree.camden.sch.uk

LOCATION

From Sep 2023 the FUTURES Programme is located at RFHCS Konstam Centre.



**75 Chester Road
London
N19 5DH**

Rail

The nearest over ground trains are Upper Holloway and Gospel Oak – both about a 10 minute walk away

Underground

Archway or Tufnell Park Northern Line tube stations are a 15-minute walk away.

Buses

C11 bus stops very close by.

Parking

There is 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 6th 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

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 three 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 three 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

Although pupils' social communication, emotional and social development needs may impact on their presentation at times, due to its size and setting *Futures is not appropriate for any significant emotional and behavioural difficulties that either present a risk to others or impact on the ability of other members of the group to learn and make progress.*

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 young people resident in Camden.

WHO REFERS A CHILD FOR ALTERNATIVE PROVISION?

A range of professionals make enquiries to the school including –

- Camden Special Educational Needs and Disabilities (SEND)
- Camden School Inclusion Team
- CAMHS
- Social Care
- Educational Psychologists
- School Pastoral Leaders 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

For 2023/24 the programme runs from;

9.30am to 4.00pm Tues/Wed/Fri

9.30-3.00pm Mon/Thurs

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. 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).

TEACHING AND LEARNING

"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 academic tutoring time 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 of often a highly 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.



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.

Enrichment

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

- PSHE and Citizenship sessions and a weekly 'Collective Time' that challenges them to think about themselves and the world they live in. Spiritual, Moral, Social and Cultural dimensions run through all curriculum areas.
- Lunchtime activities that support physical health and emotional well-being. The school holds the 'Gold' Healthy Schools Award. There is also a timetabled opportunity for play.
- Coached sports sessions at The Royal Free Recreation Centre.
- A 'Life and Leisure' programme that incorporates close ongoing links with community organisations like Plot 10 and Fitzrovia Youth in Action.
- Extended Creative Arts, Music and Drama Projects with external groups and artists-in-residence. The school holds Platinum 'Artsmark' Status.
- Additional curriculum time for developing literacy and numeracy skills

- A wide range of extra-curricular trips and visits and a week of activities in the later part of the summer term.
- Peer Support programme with Fitzrovia Youth in Action and young citizen's programme with the National Citizen's Service.
- Careers Education and Guidance and support with Post-16 transition

EXAMS AND ALTERNATIVE ACCREDITATION

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

- GCSE English Language and Literature, Maths, Sciences, Art, Citizenship, History
- 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 the school manages all entries and access arrangements. This often helps our young people to find the exam process more manageable.

LUNCH TIMES



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 new 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 far 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, will have their own Individual Education Plan.

The Konstam Centre is wheelchair accessible with a lift; the school is on two levels, with wide doors and 3 disabled toilets. 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 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." 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.