



# **Royal Free Hospital Children's School**

## **Admission's Policy and Procedures**

### **Sep 2023**

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#### **Background**

The Royal Free Hospital Children's School (RFHCS) is a community Special School for pupils aged 5 to 16. We are a leading practice school for Mental Health and Well Being.

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 four alternative provision programmes for children experiencing medical or mental health challenges that mean they are unable to attend mainstream school. The school also delivers an outreach teaching service for the local authority, Camden – admission arrangements are set out in the separate **Outreach Teaching Service Policy**.

***PLEASE NOTE THAT ENTRY OR ACCEPTANCE INTO ONE AREA OF THE SCHOOL DOES NOT AUTOMATICALLY GUARANTEE ENTRY ONTO OTHER PROGRAMMES.***

#### **Inpatient/Daypatient pupil admission**

All children on the ward between the ages of 5 and 18 are admitted to the school regardless of their length of stay in hospital. Pupils will be taught either in the classroom or on the ward; whichever is most appropriate to –

- Meeting their medical, emotional or educational needs
- Ensuring the most efficient and effective use of teacher time

- Ensuring health and safety considerations in relation to the number of pupils attending the classroom
- Contributing to pupils' personal, social; moral, spiritual and cultural; social and emotional development

In the unlikely event that the school is unable to provide for all children of school age during any one session, priority teaching will be given to long-stay inpatient pupils and day attending pupils, before regular recurring pupils and short-stay inpatients.

In addition this could include –

- **In/outpatients seen by an RFH paediatric consultant** who wishes him/her to attend the RFHCS for a specified period of time to support further medical investigation or facilitate daily outpatient treatment, which is causing severe disruption to the pupil's education.
- **In/outpatients seen by the RFH CAMHS** to support mental health such as severe anxiety disorder, school refusal, depression, or self-harm. A short term placement is sought to support observation or further assessment, a staged return to mainstream school, and/or a link back into education or the wider community.
- **Children on the RF CAMHS Eating Disorders Intensive Programme**
- **Siblings** who are in hospital with their family whilst their brother or sister is an **inpatient** on the paediatric ward. Admission is at the discretion of the Headteacher.

### **Alternative Provision Criteria**

We also offer a limited number of places on four alternative provision programmes for children experiencing medical or mental health challenges that mean they are unable to attend mainstream school. From September 2023 these programmes will be based at our new site;

**RFHCS Konstam  
75 Chester Rd  
London N19 5DH**

Pupils on these programmes will tend to have complex and inter-related special educational needs affecting their ability to learn which could include the following:

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

RFHCS offers provision for a vulnerable cohort of young people who need a safe, predictable and highly managed learning environment in order to make progress. Although pupils' social communication, emotional and social development needs may occasionally impact on their behaviour, due to their size and setting *these programmes are 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.* (see Behaviour Policy)

## **Admissions Procedure for inpatient pupils**

### **Short-stay inpatients**

School staff meet every morning to identify inpatients well enough to engage in some form of education. A paediatric ward handover includes information regarding the young person's medical, social or psychological condition, which might affect their attitude or their ability to learn (e.g. side effects of medication, specific physical requirements or constraints) and whether -

- It is recommended the young person comes to the classroom or should be taught on the ward (E.g. may be in an isolation room)
- The young person is due any treatment or intervention during the school day
- The young person has a special educational need or disability

All young persons referred to the school are offered education; either in the classroom or on the ward, staffing permitting.

Staff aim to speak to all parents of potential ward pupils to inform them of the RFHCS and its role in supporting their child's recovery and maintaining educational continuity.

### **Long-stay or recurring inpatients**

For long-stay or recurring inpatients, the daily admission arrangements are very similar. Paediatric Consultants, nursing staff and a representative from the school meet weekly; at the Eating Disorders Team Meeting, at the Gastro Psychosocial and General Psychosocial meetings, where identified children's current or future engagement with the school and needs are discussed. This could be a young person;

- Missing mainstream education for a long period of time; either due to hospital admission or prolonged care at home, who would benefit from continued attendance at the RFHCS.
- Who would benefit from teacher assessment

## **Admissions Procedure for EDIS pupils**

The RFH CAMHS also refer day patients from their RF CAMHS Eating Disorders Intensive Service (see also EDIS Protocols) for education in the RFHCS schoolroom at Queen Mary House or the classroom on 6 West B. These children are resident in Camden, Barnet, Haringey, Islington or Brent and would remain at the school at QMH for the duration of their time with the Eating Disorders Intensive Programme. The CAMHS Team would liaise directly with the Headteacher or EDIS Teacher in charge, in advance of a child being placed at the school. This ensures –

- The teacher in charge has met with the Team around the Child
- Teaching staff have had time to contact the child's school to obtain educational information.

## **Admissions Procedures for Alternative Programmes**

### **Futures Programme**

Referral enquiries can be made informally in the first instance by emailing or telephoning the Headteacher [head@royalfree.camden.sch.uk](mailto:head@royalfree.camden.sch.uk)

The school will consider referrals from outside Camden but gives clear priority to children;

- resident in Camden
- currently attending a school in Camden

Referral to the programme should generally be supported by a Paediatric or CAMHS consultant. The school will also consider referrals from other professionals and services such as Camden Inclusion Team and Camden Special Educational Needs Department.

Admission to the Futures programme is funded through an SLA (see Futures SLA) and funding is provided by the pupil's home school or local authority. There is a separate SLA for children outside Camden or not attending Camden schools.

The school will consider children with an EHCP but funding must be agreed in advance at an appropriate level to meet the young person's needs while on the programme. (see Futures SLA)

The Headteacher requests and collates information from all professionals involved with the young person. and then meet to discuss –

- The reasons for the referral
- The suitability and purpose of the placement
- Whether the referral is for part-time or full-time attendance
- The anticipated length of admission to the RFHCS
- Whether parental agreement has been obtained
- The young person's view of such a placement
- The CAMHS Psychological Support Plan and/or risk assessment
- Any pertinent information obtained from the pupil's mainstream school or LA.

Placements are agreed as a result of multi-disciplinary discussions to ensure the needs of the child are met holistically.

### **Admission Meeting**

The school will then arrange an admission meeting. This will involve –

- Representatives from RFHCS
- The referring Paediatric and/or CAMHS Consultant or his/her representative
- The parent(s)/carer(s)
- The young person (for all or part of the meeting, as appropriate)
- Professionals involved with the young person's health, education and welfare

The agenda will include –

- Background/Reason for Admission; medical diagnosis and impact on education.
- CAMHS Support Plan and any known risks.
- Completion of a Healthcare plan where appropriate.
- Discuss completed Pupil Passport, pupil's strengths and interests, and personal targets
- Support/Provision needed: Personal/Social needs. Health/Medical needs. Education/Curriculum needs.

- Other agencies: Mainstream School. Educational Psychologist. CAMHS. Consultant/Hospital. CSF. Social Care. EWS. Connexions. Therapeutic Services.
- Parental view of placement
- Pupil view of placement
- Timetable for re-integration/transition where appropriate

Parents will then be asked to complete an Admission Information form and sign a Home-School Agreement.

### **The Thomas Group**

The Thomas Group is a small, nurturing educational setting for children aged 11-14 presenting with social, emotional or psychological difficulties that have made attending mainstream education difficult. Priority is given to young people living in the London Borough of Camden or attending local schools. The aim is to provide a short-term intervention over no more than two terms.

Referrals to The Thomas Group programme are considered at our monthly School Inclusion Panel alongside representatives from Camden School Inclusion Team, Camden Educational Psychology Service and Camden CAMHS. Initial enquiries or referrals should be made to [dylan.buckle@camden.gov.uk](mailto:dylan.buckle@camden.gov.uk) (see also School Inclusion Panel Terms of Reference)

Referrals to Thomas Group are generally made jointly by home school and CAMHS. A CAMHS professional currently working with the pupil needs to provide a diagnosis and treatment plan as well as confirmation that the pupil is too unwell to attend school. The criteria for the group is generally that the pupil has an episode of mental ill health rather than a long term learning need such as Autism/ADHD etc. The school will consider referrals for children with an EHCP but this must be agreed as a result of multi-disciplinary discussion.

Places at The Thomas Group are funded through an SLA and funding is provided by the pupil's home school or local authority. Any SEN Funding must be agreed in advance at an appropriate level to meet the young person's needs while on the programme. (see TTG SLA)

Once referral has been agreed the Director of The Thomas Group will normally arrange an admission meeting with a similar agenda to The Futures programme. (see Appendix 1)

### **Paths Programme**

Paths is a personalised re-engagement programme for students with complex educational needs who are disconnected from the education system.

Places are currently limited to 5.

Initial enquiries can be made to the Director of Paths [caroline.coonley@royalfree.camden.sch.uk](mailto:caroline.coonley@royalfree.camden.sch.uk)

Admission for this programme is currently by SEN Consultation only.

### **LinkEd Up**

'LinkEd Up' is a programme delivered to students struggling with Emotionally Based School Avoidance and ideally targets young people in Years 7-9. It consists of an initial 2-week online re-engagement programme for students and a term of follow up support for students, parents and schools. The online programme is run by the RFHCS staff and specialist subject teachers in Music, Drama Therapy and Art.

The programme has been designed alongside Camden Educational Psychology Service. During the two-week programme, an Educational Psychologist will support students directly to think about their feelings towards school and help them form a plan to return to school successfully.

Following the programme, the EP and Royal Free liaison teacher will offer a package of support in 'follow up' working with parents/carers and home-school to plan for the students' transition back to school.

There are 10 places on each cycle of the programme. (see LinkEd Up SLA)

### **School Roll**

Pupils admitted to the RFHCS remain on their mainstream school's roll and will be classified as 'dual roll' for census purposes. Occasionally the RFHCS is the young person's sole registered school. On the GCSE Programme pupils in Year 10 remain on dual roll while those in Year 11 can move to single registration after an agreed induction period.

### **Post 16 pupils**

In exceptional circumstances, the school may be able offer a place to children who for mental health or medical reasons need to repeat their Y11 to re-sit/take core GCSEs. A pupil's mainstream school/home borough must agree to directly fund any additional support required and or fund their continued placement.

The Governor's Pastoral and Academic Committee will consider applications at the Headteacher's discretion applying the following criteria:

1. Where a pupil who has not been attending our school has experienced physical or mental health challenges or a health trauma that has prohibited them from taking GCSE exams at the age of 16. In such a case the school will also have assessed that they are likely to be successful in repeating the year and joining the GCSE programme at the age of 17.
2. Where a pupil who is currently part of our Day school experiences the onset of a physical or mental health challenge that is over and above their identified ongoing condition and as a result is unable to take their GCSEs at the age of 16. In such a case the school will also have assessed that they are likely to be successful in repeating the year and taking their GCSEs at the age of 17.

### **Non-Admission and Appeal**

In the event that a young person is refused admission to the RFHCS, the Headteacher will contact/write to the professional making the referral and, where appropriate to the young person's parent(s)/carer(s), outlining reasons why their child cannot be admitted.

Parents have the right to appeal to the Governing Body for re-consideration.

### **See also**

Outreach Teaching Policy  
Ward Policy  
EDIS Protocols  
School Inclusion Panel TOR  
Futures Programme SLA  
TTG SLA  
LinkEd Up SLA

<b>Date reviewed:</b>	<b>July 2023</b>
<b>Date of next review:</b>	<b>July 2024</b>
<b>Date approved by the Governing Body:</b>	<b>13/07/2024</b>

## **Admissions Policy**

### **Appendix 1**

#### **Transition Handover: Safeguarding**

**PATHWAY A-** Admission to the Hive programme via:

- \* Outreach Teaching Service
- \* The Thomas group
- \* School Inclusion Panel referral

- 1) Personal tutor is assigned to the young person
- 2) Official 'start date' is then given for the young person to begin their first day at the Hive.
- 3) After the start date is given, handover between referring educational colleague begins including:

If the referral has come via the OT Service Pathway:

- \* OT teacher arranges to meet with Hive Personal tutor for initial transition conversation about the young person

- At this meeting the OT teacher hands over the relative pastoral/academic paper work ( student passport, PYP plan, Online Risk assessment, Individual pupil risk assessment, safeguarding information that may have been passed on from social care/Early help/ CP/CIN notes, professional contact list, case study, academic profile) for the young person

- \* Hive Personal tutor then makes direct contact with the parent/carer of the young person and arranges to meet with them at the Hive (prior to the official start date) to show them around the setting as part of their 'initiation.' Head teacher may also be in the Hive to greet the young person as part of introductions. In some instances the OT teacher will join this initiation to support the young person as they are a familiar and trusted adult to them ( anxieties).

- \* Hive personal tutor arranges a TAC/TAF with the professional network to introduce themselves ( ideally before the official start date for the young person at the Hive).

- In cases where referrals have strong concerns about safeguarding and/or pupil safety- the DSL/or representative from RFHCS safeguarding team is present also at this first meeting between Hive tutor and TAC/TAF to gather any pertinent safeguarding information, discuss a 'safety plan' if necessary

- Parent/carer may also be invited to this meeting if necessary.

**PATHWAY B** Direct referral to Headteacher via Camden secondary schools/School Inclusion Panel

- 1) Headteacher consults with referring professionals and meets/speaks with parents and or young person directly – assess suitability for the programme

- 2) Personal tutor is assigned to the young person

- 3) Official 'start date' is then given for the young person to begin their first day at the Hive. ( two week period of time between referral paperwork/TAC/TAF meeting to take place and the young person actually starting at the Hive to allow time for personal tutor to meet the YP prior to them starting and coordinate/meet with keep people from the professional network)

- 4) After the start date is given, handover between referring educational colleague begins including:

- \* Head teacher hands over the relative pastoral/academic paper work ( student passport, Psychological Support Plan, Online Risk assessment, Individual pupil risk assessment, safeguarding information that may



have been passed on from social care/Early help/ CP/CIN notes, professional contact list, case study, academic profile) for the young person over to assigned Hive personal tutor.

\* Head teacher/ personal tutor arranged to meet young person/parent/Carer at the Hive to visit as part of introductions- do a 'induction tour.'

\* Hive personal tutor arranges a TAC/TAF with the professional network to introduce themselves ( ideally before the official start date for the young person at the Hive).

- In cases where referrals have strong concerns about safeguarding and/or pupil safety- the DSL/or representative from RFHCS safeguarding team is present also at this first meeting between Hive tutor and TAC/TAF to gather any pertinent safeguarding information, discuss a 'safety plan' if necessary - Parent/carers may also be invited to this meeting if necessary.

## **Appendix 1**

### **Royal Free Hospital Children's School – Alternative Provision Offer 2020/21**

#### **1- GCSE Programme @ The Hive**

The Royal Free Hospital Children's School is a Community Special School based in The London Borough of Camden with a diverse intake of students from both Camden and surrounding boroughs.

We also provide a limited number of places (around 20) on an alternative GCSE programme for children who are not inpatients but who are receiving support from medical or mental health services. Priority is given to young people living in the London Borough of Camden or attending local schools.

Pupils at The Hive tend to have complex and inter-related special educational needs affecting their ability to learn which would 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

RFHCS is able to make a fairly full offer of 5+ GCSEs at KS4 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 KS4 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 – called ‘The Challenge Model’ - tailored to the needs of this largely anxious/vulnerable target group.

For 2022/23 standard places on the KS4 GCSE Programme will be funded through an SLA (attached) at £11,250 per year. The SLA clearly sets out roles and responsibilities for the placement together with a more detailed overview of the provision here. Pupils will be on dual or single roll depending on their year group or situation.

Any further questions or queries please get in touch at [head@royalfree.camden.sch.uk](mailto:head@royalfree.camden.sch.uk)

or have a look at our website at [www.royalfree.camden.sch.uk](http://www.royalfree.camden.sch.uk)

## **2- The Thomas Group @CLC**

The Thomas Group is a small, nurturing educational setting primarily aimed at children aged 11-14 presenting with social, emotional or psychological difficulties that have made attending mainstream education difficult. Priority is given to young people living in the London Borough of Camden or attending local schools. The group is currently located at Camden Learning Centre and the aim is to provide a *short term intervention* over no more than two terms.

Personalised and effective education is provided, helping to keep children motivated, connected to their normal world and preventing them from falling behind or suffering educational failure. The majority of children recruited to the group are receiving support from medical or mental health services TTG facilitates their recovery from the emotional, psychological and educational deficits they have experienced.

Pupils in The Thomas group typically present with complex and inter-related special educational needs which affect their ability to learn. This 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

On a day-to-day basis the normal curriculum is taught and in addition pupils are rehabilitated to a learning environment consisting of class-based group teaching, opportunities for KS3 self-supported study and one-to-one tuition and therapeutic interventions. TTG provides a professional but very supportive and collaborative learning

environment – tailored to the needs of each individual. Pupils get individual attention from the same teacher while remaining in a classroom context and over time this generates trust and enables them to re-engage in learning.

For 2022/23 places in The Thomas Group will be funded through an SLA (attached) at a cost to Camden schools of £2750 per term. The SLA clearly sets out roles and responsibilities for the placement together with a more detailed overview of the provision and how to make a referral. Pupils will generally be placed on dual roll with the RFCHS and their home school for the duration of the placement.

Any further questions or queries please contact TTG Director - Margaret Moore  
[Margaret.moore@royalfree.camden.sch.uk](mailto:Margaret.moore@royalfree.camden.sch.uk)

or have a look at our website at [www.royalfree.camden.sch.uk](http://www.royalfree.camden.sch.uk)

### **3- LinkED Up**

RFHCS has successfully piloted a remote learning programme to tackle Emotionally Based School Avoidance. LinkED Up is a 12 week intervention centred around two weeks of online sessions run by RFHCS and Camden Education Psychology Service.

The online sessions are aimed at helping young people come to terms with their anxieties about returning to school, and would seek re-engage them by establishing links with staff from their own school.

Online activities during the two weeks would include drama-therapy, P4C, circle time and group tutor sessions, along with Art, Music and an introduction to self-help for anxiety through [www.thinkingcards.org](http://www.thinkingcards.org)

- If you think there maybe one or more young people at your school who are not returning, or have poor attendance after lockdown and you would like to work with us to try to address the problem, then please email [jemma.michelson@royalfree.camden.sch.uk](mailto:jemma.michelson@royalfree.camden.sch.uk)

The programme is funded through an SLA at a cost of £2500 per cycle.