



What kind of SEND is provided for @ RFHCS?

The primary need of all young people (YP) at the RFHCS is Social, Emotional and Mental Health (SEMH). The RFHCS also provides support for Cognition and Learning needs, Communication and Interaction and Physical and Sensory needs.

How do we identify young people (YP) with SEN and assess their needs?

In addition to each YPs SEMH needs, we listen to our young people and their experience of learning, we well as their parents, to understand if there are further needs. In addition to EHCPs and existing assessment data, we use teacher observations and feedback to inform next steps and if further assessment or referrals are required.

How do we assess and review progress towards outcomes and involve YPs, families and carers in this process?

YPs receive feedback in all of their lessons which recognises both smaller steps and bigger achievements. YPs receive a formal report 3 times per year and there is a termly review held with parents/carers and the YP.

What kind of provision is the RFHCS?

RFHCS is designated as a 42-place school for children who are inpatients or day patients on the paediatric wards or patients within the Royal Free Eating Disorder Service.

At our new Konstam site we currently offer 3 alternative provision programmes for KS3 and KS4. These referrals and any additional referrals to our Outreach Teaching Service are made through our monthly Camden School Inclusion Panel meeting. Please see [Admissions](#).

How do we involve young people (YP) with SEND?

YP are involved in writing their own Learning and Wellbeing Plan (LWP) to communicate their strengths, needs and strategies to support them.

YP are encouraged to share their views and experiences throughout their time at the RFHCS. They can do this directly with staff, via text or with their parent/carer.

What is our approach to teaching children with SEND at RFHCS?

Every young person is understood as an individual. They receive individually tailored support with an appropriate programme of study to meet their needs. We aim to provide holistic support to enable each YP to make progress and transition back to mainstream school or post-16 education.

How do we support children between phases of education and changes of placements?

We work directly with the School Inclusion Panel to understand each YPs needs and what support is required to engage them in education at RFHCS.

When a YP is ready to transition back to mainstream or to post-16 education, we plan with the YP, family and school/college to ensure a successful transition.

What expertise and training is available to support with children with SEND?

All staff are highly trained in supporting YPs with SEMH needs and take part in weekly CPD to maintain and develop their practice.

We have support and training from an educational psychologist, speech and language therapist, drama therapist and consultant SENDCo on site each week.

We work with CAMHS and other professionals relevant to individual YPs e.g. physiotherapist.

How do we ensure children with SEND are able to fully engage with everything at school and interact with children without SEND?

RFHCS has a number of very positive community links and is expanding its partnership work with local schools to provide volunteering opportunities for young people and the chance to further develop their life skills.



How are adaptations made to the learning environment/curriculum for children with SEND?

The Konstam building has had adaptations made to include a lift so it is fully accessible for wheelchair users.

The curriculum is tailored to each YPs needs.

Please see the Accessibility Plan for further details.

Useful links:

[Camden Local Offer](#)

[SENDIASS](#)

How does RFHCS handle complaints about the provision for YPs with SEND?

All RFHCS staff work collaboratively with YPs and parents/carers. We aim to resolve any concerns you may have by holding a meeting with relevant staff to find solutions.

You can find out more about the Complaints Policy [here](#) and access further support through mediation [here](#).

How does the RFHCS involve outside organisations in meeting the needs of children with SEND?

The RFHCS works with:

Educational psychologists, speech and language therapists, occupational therapists, physiotherapists, social care, CAMHS and any other organisation that is involved with a YP.

How do we support children's social, emotional and mental wellbeing?

The RFHCS approach is informed by Trauma Informed Practice. There is also specialist input from an educational psychologist to support YP, parents and staff practice.