



FUTURES Programme Prospectus 2024/25

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

RFHCS'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 is a Community Special School based in The London Borough of Camden. We offer high quality education for all children who are inpatients at the Royal Free Hospital. From our Konstam site in Highgate N19 we also offer alternative programmes for children who are not inpatients but who are receiving support from medical or mental health services.

<https://www.theguardian.com/education/2024/jan/01/less-daunting-inside-the-new-education-unit-in-north-london-supporting-school-refusers><https://www.bbc.com/news/articles/cx0vq01j3y9o>

MISSION STATEMENT AND AIMS

Mission statement:

To provide safe and nurturing educational settings that enable young people to re-engage positively with academic study and develop their social skills to prepare them for a hopeful future.

To do this, young people are supported to demonstrate:

- Cooperation
- Consideration
- Contribution

which enables them to change and grow.

Aims:

- To provide a safe, nurturing educational environment, built on a foundation of supportive, respectful relationships, that promotes emotional wellbeing and a sense of school belonging.
- To support students to make changes and build self-confidence and resilience to prepare them for life beyond school.
- To ensure that young people can access and make progress with learning, enabling them to achieve the best outcomes for them.
- To use a multi-disciplinary holistic approach to provide bespoke support for students.
- To consistently hold young peoples' voices in high regard and place them at the centre of education, health and care planning.



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](#).

Places on the programme are funded through a Service Level Agreement with the referrer. Students 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 students' 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.*

Referrals are discussed in partnership with the RFHCS at half-termly Camden School Inclusion Panel meeting to assess the suitability of the young person. Terms of Reference for the panel are available on RFHCS website here: [Camden SIP TOR](#)

WHO REFERS A CHILD FOR ALTERNATIVE PROVISION?

A range of professionals make enquiries to RFHCS 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 student.

RFHCS DAY

For 2024/25 the Futures programme runs from **9.30am to 3.20 pm** 5 days a week.

CODE OF CONDUCT

To help us achieve our aims, RFHCS has adopted a simple code of conduct and a clear ethos for our learning community: ***Co-operation Consideration and Contribution***

Students are encouraged to take responsibility for their own actions and behaviour whenever possible.

RFHCS's behaviour policy is underpinned by the principles of Trauma Informed Practice. – valuing mutual respect, participation and reward.

TEACHING AND LEARNING

"RFHCS provides an exceptional quality of education for students" OFSTED 2019



RFHCS has a proven track record in achieving positive outcomes for its young people. The progress that most students make on the programme is, in most cases, outstanding relative to their starting points. RFHCS offers a 'Challenge Model' where young people are encouraged to embrace change and develop independence and

resilience. Students 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 student 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, RFHCS 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.

RFHCS builds a detailed profile of each learner and, through the use of pastoral assessment tools 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.



RFHCS 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

Students 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

RFHCS 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. RFHCS holds the 'Gold' Healthy Schools Award.
- 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 Heath Education.
- Extended Creative Arts, Music and Drama Projects with external groups and artists-in-residence. RFHCS 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.
- Independent 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
- 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 RFHCS 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 student'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 students 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

Students who require prescription drugs during RFHCS 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 RFHCS day e.g. for a headache. Administration of any medicines is logged with time, dosage, and reason.

ARRANGEMENTS FOR STUDENTS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS

RFHCS aims to –

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

Our school has specialist resources to support teaching and learning for students with a wide range of needs.

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

Every student, including those with an EHCP or E Pep, will have their own Individual Learning and Well Being Plan.

The Konstam Centre is wheelchair accessible with a lift; RFHCS is on two levels, with wide doors and 3 disabled toilets. RFHCS has a detailed [Accessibility plan](#); covering the curriculum, teaching and learning and student 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.

Good communication with families, through personal contact and by telephone, is an essential part of our service and set out in our Parental Communications Policy.

Parents/carers of day school students 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.

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 students who follow courses and take their exams with us achieve grades at, or above, those predicted for them by their own school.

ATTENDANCE

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

Parents/carers of day students must telephone school at the earliest opportunity to inform us of the reason a day-student 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 students on the programme.

SAFEGUARDING

"RFHCS's work to keep students safe and secure is outstanding. Safeguarding arrangements are excellent." OFSTED

RFHCS 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 RFHCS's policy at www.royalfree.camden.sch.uk