



RFHCS PATHS

Prospectus 2024/25

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www.royalfree.camden.sch.uk

LOCATION

The PATHS Programme is located downstairs at RFHCS Konstam Centre



**75 Chester Road
London
N19 5DH**

Rail

The nearest over ground trains are Upper Holloway and Gospel Oak (both about 10 minute walk)

Underground

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

Buses

C11 bus stops very close by.

Parking

There is very limited parking.

CONTEXT

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>

ABOUT OUR PROVISION



Paths is a re-engagement programme for students with complex educational needs who are disconnected from the education system. It is a fairly new initiative: now in its third year of development.

Implementation.

At Paths we:

- Spend time getting to know our students and their needs. Reintegration is paced appropriately.
- Deliver a tailor-made curriculum for each student which is carefully planned within the context of the wider school offer. Progress is reviewed regularly.
- Work at a pace that students can cope with.
- Offer accreditation and qualifications as appropriate.

- Attend the School Inclusion Panel.
- Offer Equine therapy, Drama therapy and Music therapy.
- Pursue educational assessments as necessary.
- Work co-operatively with other professionals to ensure the best outcomes for our students.
- Recognise progress no matter how small.

Impact

- Students become *unstuck*. They leave their homes, enter the wider world and engage with learning.
- Students and their families are less anxious about education. They move on and make plans for the future.
- Student emotional wellbeing improves.



Mental Health and wellbeing are taken seriously and our provision is committed to trauma informed practice. Students receive individual attention while remaining in a classroom context and over time this generates trust and enables them to re-engage in learning.

The provision operates within a multidisciplinary framework; working closely with a range of professionals including consultant doctors, mental health professionals, occupational therapists, speech therapists, educational psychologists and other agencies. Direct contact with parents, carers and referrers is welcomed.

PATHS offers a space where young people are encouraged to embrace change and develop independence and resilience. It has a proven track record in achieving positive outcomes for its young people.



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

Our aim is to:

- Engage disengaged students.

- Work with families to include them in the re-engagement process.
- Reduce student isolation.
- Work with the wider educational system and professional networks to identify students with SEMH needs who are not engaging in education.
- Assess students' needs as to remove barriers to learning.
- Deliver a bespoke curriculum to students within a manageable timetable.
- Offer a therapeutic component.
- Work collegiately with other professionals to devise creative solutions to educational disengagement.



ADMISSIONS CRITERIA

PATHS is aimed at young people who live in the London Borough of Camden or the surrounding boroughs, or attend local schools but due to medical or mental health challenges are unable to access mainstream education.

Students in PATHS tend to present with complex and inter-related special educational needs that affect their ability to learn which could include any of the following:

- Significant social emotional vulnerability or mental health needs (SEMH) 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 ***PATHS 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.***

WHO REFERS A CHILD FOR A PLACE ON PATHS?

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

PATHS is aimed at young people who live in the London Borough of Camden but due to medical or mental health challenges are unable to access mainstream education.

As PATHS is a bespoke programme most referrals come through SEN Consultation and are funded through a young person's EHCP.

Alternative provision referrals to RFHCS are considered through [Camden's School Inclusion Panel](#) on a half-termly basis. Students accepted onto the [PATHS](#) programme tend to have complex and inter-related special educational needs affecting their ability to learn – please see our [Admissions Policy](#) for further details.

Initial enquiries can be made by contacting:
admin@royalfree.camden.sch.uk

Following a successful referral, a student's ability to manage in PATHS will be assessed over an initial 6 week induction period.



CODE OF CONDUCT

RFHCS has 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.

To help students to achieve their aims PATHS have adopted their own simple code of conduct.

The Code of Conduct

Students and adults are expected to:

- be polite and not hurt anyone through unkind or careless words or actions.
- listen when someone else is talking.
- work hard to achieve their best.
- switch mobile phones off during lessons
- dress appropriately for the learning situation

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

PATHS has an excellent track record in achieving positive outcomes for its young people. The progress that current students make is, in most cases, outstanding relative to their starting points. There is an emphasis on care, safety, health and an enjoyment and reengagement with learning.

The provision offers a holistic approach to teaching and learning that takes account of each child's medical, psychological, social, emotional and educational needs. Children are provided with purposeful educational opportunities using a wide range of resources and are offered individually focused one-to-one and very small group teaching opportunities.

- English
- Maths
- Science
- Arts Award
- Music
- History
- PSHE
- Drama Therapy
- Music Therapy
- Equine Therapy

Particular emphasis is placed on learning Maths and English. Music lessons with a tutor take place during an average week as well as Drama therapy. If students have a special interest or favourite subject not included above, this can often be accommodated.



The curriculum extends to an outdoor activity at the end of each week involving Equine Education (learning through horses) at the Edgware stables. Extra-curricular trips and visits take place where appropriate and sometimes in connection with the RFHCS.

A detailed profile of each learner is built up and captured in a Learning and Well Being Plan and includes short-term and long-term targets for all students, which are regularly and systematically reviewed and supported by other agencies.

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.

MEDICINES IN SCHOOL

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 STUDENTS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS

PATHS aims to –

- Identify each student's needs, assess those needs and ensure that the school 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 the curriculum and make progress commensurate with their ability.

PATHS has specialist resources to support teaching and learning for students with a wide range of needs. Staff, have extensive experience in teaching children with learning difficulties and disabilities both RFHCS and in other settings.

PATHS also has well-established links and regular liaison with the RFHCS SENDCO, Speech and Language Therapist and Educational Psychologist.

Every student, including those with an EHCP who attends our provision for a period of time, will have their own Individual Learning and Well Being Plan.

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

The Konstam Centre is wheelchair accessible with a lift; the school is on two levels, with wide doors and 3 disabled toilets. PATHS is currently located on the ground floor with its own discrete entrance at the side of the building. The school has a detailed [Accessibility plan](#); covering the curriculum, teaching and learning and student participation.

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

The Director and staff welcome contact with parents/carers and families and are always happy to take time to talk over any issue. The Director has an initial discussion with parents/carers 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 PATHS 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.

ATTENDANCE

The expectations for students 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 students and parents/carers with attendance.

Parents/carers of day students must telephone 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.

Often, with significant gaps in their education consistent attendance is the key goal for all students on the programme.

SAFEGUARDING

"The school's work to keep students 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. Staff, have a responsibility to report concerns to a designated senior manager, who will take an appropriate course of action to ensure a student's safety and wellbeing. 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 from www.royalfree.camden.sch.uk

TRANSITIONS

Regular discussions take place around student progression including termly reviews with students, parents, schools and the team of supporting professionals. This involves careful thinking and planning before reaching a decision alongside and in the best interest of each student.

Some students transition to the Royal Free Hospital Children's School THOMAS GROUP or FUTURES alternative provision programmes; some reintegrate into their main stream school or another alternative provision. Former students have also gained access to various colleges of further education and destinations of all leavers are tracked and supported for 5 years.