

FREDERICK HUGH HOUSE

I have been privileged to have been given a rare insight into the world of special educational needs through my daughter.


It is her, and children like her, who have given me the inspiration and commitment to search for ways to provide an educational environment where the widest possibilities can be given to those children who fall between the cracks and cannot thrive in a mainstream school and yet whose additional needs cannot be met in existing special needs schools.

After several years of searching and at times almost defeated with frustration, I have been fortunate to acquire a suitable property with its own garden in the heart of Chelsea. The school will be known as Frederick Hugh House in recognition of my father's support and determination, without which the school would never have been established.

I share the concerns and anxieties of other parents in trying to fulfill their child's needs and aspirations and I look forward to January 2010, at the start of this shared journey, and the opportunity to bring out the full potential of each child over the years to come.

I am eternally grateful to the Royal Borough of Kensington & Chelsea who have supported me in my efforts to obtain the necessary planning consents and in recognising that such a school was required in the local community.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Amanda Barclay', with a large, sweeping flourish underneath.

Amanda Barclay, Chair of the Board of Trustees

OUR SCHOOL

We are proud to say that our school will provide all that each child may need to progress in their learning and fulfill their potential.

We would like to extend a warm welcome to prospective parents and carers and express our thanks for your interest in Frederick Hugh House. Ours is an exciting and unique venture. Frederick Hugh House is a new, independent, special school in the Royal Borough of Kensington and Chelsea, enthused with a combination of inspiration, aspiration and innovation.

We cater for children aged 4-11 with moderate learning delay who require a small class and small school setting. We offer a personalised education with a rich, broad and balanced curriculum combined with on-site therapy services. We are proud to say that our school will provide all that each child may need to progress in their learning and fulfill their potential.

Our school will open in January 2010 and there will be eight places available in the Reception class for children aged 4-6. Each class will have a teacher, a learning support assistant and exceptionally good access to a range of therapy services. The school will take children with or without a statement of Special Educational Needs.

We look forward to meeting you in the near future.

Amanda Barclay, Chair of the Board of Trustees



Tanya Jamil, Headteacher



Board of Trustees

Professor Vijay Kakkar
of the Thrombosis Research Institute,
Manresa Road, Chelsea.

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Chartered Accountant

Amanda Barclay
Director of Ritz Fine Jewellery

Tanya Jamil
Headteacher

Contact

Tel: 020 7349 8833

Email: info@frederickhughhouse.com

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SCHOOL AIMS

We encourage parents to be fully involved in their children's education and the life of the school.

We aim to provide a holistic education for children with moderate learning delay. We seek to create a stimulating, happy, caring environment where all children can develop their unique qualities and talents, their communication skills and social relationships. We aim to build children's independence skills and self-confidence. We encourage parents to be fully involved in their children's education and the life of the school.

VISITS TO THE SCHOOL

We will hold two open days in February and March 2010. On both days the Headteacher, Chair of Trustees and members of staff will be there to introduce you to the school and share with you our vision for Frederick Hugh House. Following your initial visit, should you wish to apply for a school place for your child we will arrange a further individual meeting as part of the assessment and induction process.

CURRICULUM

Our staff team comprises teachers, learning support assistants, educational psychologists, speech & language, physio & occupational therapists.

We will provide an individualised curriculum, adapted to fit your child's needs. Through careful assessment, we will develop and match the curriculum to the child. We seek to build children's confidence, self-respect and respect for others. We will provide a secure environment in which to set challenges and realistic goals for each child. Our staff team comprises a range of professionals, Teachers, Learning Support Assistants, Educational Psychologists, Speech and Language, Physio and Occupational Therapists. Our aim is to integrate the therapies within the curriculum as well as providing individual support where necessary. Good communication and social interaction lies at the heart of our approach and we firmly believe that all children can learn to communicate effectively and contribute to the school and the wider society.

Subjects Taught

Literacy, Numeracy, IT, Science,
Dance, Drama, Art, Music,
Design Technology (including cookery),
Physical Education (including swimming),
Personal Social and Health Education,
Humanities

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

We have a Christian ethos and so our collective acts of worship will be mainly Christian in character. We will also celebrate important days from the major world religions. The curriculum will include teaching about different world religions.

OTHER LINKS

As a new school, we are in the process of building links with local schools and organisations to enrich our curriculum and extend our school's activities. We intend to have close links with a local Anglican Church. Other ideas and suggestions from parents are welcome in this respect.

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ASSESSMENT, RECORDING AND REPORTING

Home/school books are used to exchange information on your child's progress and are a good means of rapid two-way communication.

Assessment, both formal and informal is built into our day-to-day teaching. Children are given frequent feedback on their learning and are encouraged to self-assess where appropriate. We plan the curriculum in detail and use such formats as the 'P-Scales' which break down learning into very small steps. Every three weeks, the staff involved with each child's teaching and therapy will review their learning and progress. The child's Individual Education Plan will be reviewed and amended accordingly. Termly reports will be given to parents and there will be regular parent consultation meetings. Annual reviews of children's statements of special educational need will be organised by the school.

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INVOLVING PARENTS

Our school ethos is based on close involvement with parents. Information to parents will be provided in a range of ways including the regular parent consultation meetings, home/school books and newsletters. When your child starts with us, we would ask you to sign a Parent Contract which sets out some mutual expectations for home and school.

THERAPIES

Every child will benefit from a tailor-made therapeutic programme from our on-site speech and language therapist, occupational therapist and physiotherapist.

Every child will benefit from a tailor-made therapeutic programme from our on-site speech and language therapist, occupational therapist and physiotherapist. These therapies will be implemented in 1:1, small group and whole class settings. The provision for each child will depend on their needs and will be regularly reviewed. Our therapists will work closely with class teachers and learning assistants to integrate the provision for your child.

SPECIAL EDUCATIONAL NEEDS

The Headteacher, Tanya Jamil, is our SENCO and she monitors the special educational needs of all our children. We implement the SEN Code of Practice (Part 4 – 1996 Education Act). The Code emphasises the importance of involving children and parents in education and of effective multi-professional working to meet the needs of the child.

BEHAVIOUR POLICY

We aim to boost children's self-esteem and confidence whilst ensuring that they are caring towards others.

Our positive approach to managing children's behaviour has a simple system of rewards, incentives and sanctions which children can easily understand. It is made appropriate for the age and aptitude. The system operates to boost children's self-esteem and confidence whilst ensuring that they are caring towards others and respect their needs also. Stickers, star charts and class/school awards are used and there is a mentoring or 'buddy' system for the children to enable all to feel included.

Good attendance and punctuality are important to us and essential for children to develop positive attitudes towards school and learning.

CHILD PROTECTION POLICY

The school is aware of its responsibilities for safer recruitment and safeguarding (DCSF 04217/2007) and provides CRB checks and appropriate training for all staff. We have a trained First Aider on our staff team.

ADMISSIONS

Parents will be fully involved and encouraged to tell us about their child's learning needs and ask questions about all we have to offer at Frederick Hugh House.

Children with moderate learning delays will be considered for admission with or without a statement of special needs. Our admissions process involves a careful assessment of a child's needs over a one or two day period. Parents will be fully involved and encouraged to tell us about their child's learning needs and ask questions about all we have to offer at Frederick Hugh House.

In detail, ours is a three-stage admissions process. In the first instance we invite parents to make their applications to the school. This is an opportunity for parents to provide all the relevant information about their child including medical and therapeutic reports and your own account of your child's development and needs. This will be considered by our admissions panel which includes education and medical professionals. The second stage is an onsite visit for you and your child with the headteacher and other members of staff. The final stage before a place can be offered is an assessment with an educational psychologist. If after any stage we feel we will not be able to meet your child's needs we will inform you promptly.

GENERAL INFORMATION

Should you choose Frederick Hugh House and our unique provision for children with special needs, we would be delighted to hear from you.

SCHOOL SESSIONS

School starts at 8.50 a.m. each day and we ask parents to bring children onto the premises between 8.30 and 8.50a.m. There is a morning break and lunchtime runs from 12.00 to 1.00. School finishes at 3.15 p.m. We ask you to ensure that your children are collected at this time.

SCHOOL SECURITY

This is highly important for all of us and we will ensure your child's safety at all times. In return, we ask you to comply with our entrance and exit procedures.

FOOD

We ask parents to send a healthy packed lunch with their child each day. We are working towards the national Healthy Schools Standard.

MEDICAL CARE

Medicines will only be administered if written permission is given by parents.

FEES/CHARGING POLICY

We seek to limit the number of things we charge for so that our fees are all inclusive covering all school activities and therapies. We accept both children who are privately funded or funded by the Local Education Authority.

CURRICULUM

Statutory instruments and guidance documents sent to schools by the DCSF about the curriculum and school policies are available in the School Office.

COMPLAINTS PROCEDURE

Any concerns raised by parents via the Home/School book will be addressed promptly by the class teacher. However, we understand that if not satisfied, you may wish to approach the headteacher and we can arrange an appointment for this purpose. Hopefully, your complaint will be resolved at that stage. However, if not, your recourse is to write to the Chair of the Trustees at the school at: 20 St James's St, London SW1A 1ES.

THE NEW PROSPECTUS

As this is an interim prospectus, we would like to inform parents that the full version will be produced by Easter 2010.

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FREDERICK HUGH HOUSE ADMISSIONS FORM

PARENT'S QUESTIONNAIRE

DATE

Please use additional
pages if required.

Name of child _____ Date of birth _____

Home address _____

Telephone number/s _____

Your name _____ Email address _____

Siblings names, ages and schools _____

Pre-school/nursery _____ Start date at school _____

Address and phone number of school _____

Previous pre-schools/nurseries _____

What is your main concern? _____

When did you first notice difficulties? _____

Did you get help from anyone? _____

FREDERICK HUGH HOUSE ADMISSIONS FORM

THE EARLY YEARS

Please use additional
pages if required.

Was there anything unusual about your pregnancy or the birth of this child?

Did s/he pass developmental milestones at the expected times (sitting, walking, first words, sentences)?
Can you remember when these milestones happened?

What was s/he like as a baby?

How did s/he settle into pre-school?

FREDERICK HUGH HOUSE ADMISSIONS FORM

HEALTH

Please use additional
pages if required.

GENERAL HEALTH – eating, sleeping, fitness, hospital admissions, any medicine or special diets?

PHYSICAL ABILITY – walking, running, jumping, climbing, using playground equipment, dressing, using cutlery, using a pencil?

VISION/HEARING – have these been tested?

When?

By whom?

INTERESTS

BEHAVIOUR – is s/he loving, helpful, co-operative, sulky, defiant, easily angered, difficult?

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PRE-SCHOOL/NURSERY

Please use additional
pages if required.

Does your child enjoy school?

Has the school helped/not helped with your concerns?

What subjects/activities does s/he enjoy most?

Any other information?

How does s/he get on with teachers and other children?

How does s/he get on with the work?
Are there any particular problems? What does s/he dislike?

What do you think is the best way of meeting your child's needs?

What are your child's strengths?
