



the  
huntercombe  
group

# Huntercombe Hospital School Maidenhead

Parents' Handbook



“This is a good school”  
Ofsted 2020  
Prospectus 2021/2022

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## Mission Statement

In the Huntercombe Hospital School Maidenhead our intent is to minimise, as far as possible, disruption to a normal schooling during a young person's stay in hospital, by continuing education as normally as the incapacity allows.

In order to implement this we promote a positive and structured educational experience with a learning space where young people can feel safe, respected and valued. This will enable them to learn and develop within boundaries that are healthy for them. We seek to provide the beneficial structure and mental stimulus, for the psychological wellbeing needed for recovery and return to full time education /employment.

The Education team understand the stress and worry that can impact on the students and their families during their admission however, through nurture and support the students, families and carers can become prepared and empowered so they can be lifelong learners and ensure a positive impact allows all outcome set be achieved for all students.

## Our Ofsted Report 2020



### What Ofsted say about our school:

Students enjoy school they say I like doing school work it acts as a break away from the fact that you are in hospital it is probably the most normal part of being an inpatient staff have high expectations of students and they gently encourage them to try their best in every lesson. Students consider that the belief and constant encouragement from staff really helps their recovery.

Students behave well, and lessons proceed calmly and quietly. Students are usually engrossed in their work. They either work in small groups with teachers or work on the computer completing work set by their home school . Most students are keen to keep up with their studies. They want to be well prepared for when they transition back in to mainstream school full time.

Students receive a well-designed and broad curriculum. It is planned to carefully meet each student's needs, including those with special educational needs and/or disabilities (SEND). Teachers succeed in delivering the school's intention of 'challenging students but at the same time giving them work that is within their capabilities so that each young person experiences success'.

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/142325>

## Our School

Huntercombe Hospital School Maidenhead caters for young people aged 12-18yrs in inpatient Child and Adolescent Mental Health Services (Tier 4 CAMHs). We are committed to and passionate about the learning and progress of our students. Staff have high aspirations for our patients and we aim to provide a high quality, relevant and balanced education for all our students that focuses on individual, personal and academic achievement while they are receiving hospital treatment.

Students are taught in small groups, there is a motivational and positive atmosphere in the school rooms, which provide a familiar educational environment within the hospital.

Students are taught in key stage groups for all subjects apart from performing arts and P.E. All students have an individual Learning Plan which is reviewed every six weeks or before if needed.

Through strong partnerships with home schools and collaboration with the multidisciplinary team in the hospital the school offers a caring and friendly learning environment in which students can maintain progress and regain confidence.

**Angela Hudgell**  
**Education Manager**

Please note – “Parent” includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person.

Please note that whilst all information within this booklet is correct at time of printing, it is possible that some items may change during the course of the year.

## Safeguarding

“All children and young people have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount”.

Protecting children and young people is a priority for Huntercombe Hospital School Maidenhead. It is everyone's job to ensure that children are kept safe.

All of our teaching staff receive safeguarding training and professional updates, and are familiar with the safeguarding policy of the school. Due to the nature of our student group, many of our young people are already involved in safeguarding procedures such as Case Conferences. As such, all safeguarding issues and queries are passed to the Designated Member of Staff for Huntercombe Hospital School Maidenhead, and this is immediately shared with the Safeguarding Leads for the Huntercombe Hospital Maidenhead, following the Hospital's Safeguarding Policy.

All staff working within the School and the Hospital are subject to the DBS checks. Any guest speakers we include in the curriculum or contractors who may visit the site to carry out maintenance are escorted by DBS checked staff at all times. The Education Manager has attended training on Safer Recruitment.

**Designated Safeguarding Lead for Education** - Angela Hudgell

**Designated Safeguarding Deputy for Education** - Fay Fisher

## Admission and Attendance

All of our students are inpatients of Huntercombe Hospital Maidenhead. We provide education to students aged 12-18 from the first day of admission to hospital as far as their condition allows. Education is **compulsory** for all key stages and this includes post 16 who may or may not be in education, work or training. Provided they are in a position to engage they will then be expected to attend all lessons unless they have a hospital appointment.

All of our students remain on the roll of their own Local Authority. Each student is assigned a Link Teacher who liaises with the Home School in order to establish an educational and social history, discuss a suitable learning plan, and co-ordinate a transition out of services and back to school.

Due to the nature of our student body within the hospital, we are flexible around attendance to accommodate physical and therapeutic treatments. Hospital appointments are made in liaison with the school, and the balance between attendance and appointments is reviewed at the weekly Patient Review Meeting (PRM) to ensure the needs of the young person are met.

Non attendance to school is also discussed at the Patient Review Meeting (PRM) and informs strategies for the Link Teacher to discuss with the young person to address this. If necessary a medical decision to sign the young person off school for a period will be made at the Patient Review Meeting.

### Communicable/Infectious Diseases

When students are off school because of sickness or diarrhoea, they should remain on the ward and not return to school for 48 hours after symptoms have passed. Students must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc.

## Behaviour and Expectations

Positive Behaviour Management is a vital component in helping Huntercombe Hospital School Maidenhead to achieve its aims and values. Our Behaviour Policy also provides our students with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility.

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible students and staff are asked to follow our expectations:

- Staff and patients'/students' should conduct themselves in a manner as not to disrupt or hinder the activities within the class room. This code of conduct should extend to all school based activities, including school trips.
- Staff and students will treat each other with respect and sensitivity.
- Students should know and be aware that the teaching staff are at all times are acting in regard for their welfare and safety within the school environment.
- Students are asked to be considerate and understanding of peer's difficulties within the hospital environment.
- Any behaviours creating difficulties in delivering education or for education to take place, should always be dealt with in a sensitive manner.
- Some behaviours in a psychiatric setting are going to be tolerated, more so than in a mainstream setting, medication for example, has an effect on patients' interaction with peers and staff
- There is no punishment or disciplinary procedures in this school for antisocial and disruptive behaviour other than the withdrawal of the patient from the classroom

All young people have a PBS (Positive Behaviour Support) plan which education use and add to when appropriate.

## Role of Home School/College

Our Link Teachers work closely with the Home School of each of our young people. The students remain on the register of their own school, and where possible, the learning plan developed will allow the young person to follow the subjects and topics they would have been covering at school.

These positive links support the student to regain their confidence in their own learning, which is often eroded when they have missed school and been admitted to hospital. It helps to prepare them to return to school, and allows them to know that the work they are doing is targeted and meaningful.

Every six weeks our patients have a Clinical Progress Review, an education report is issued to each of these meetings. In addition to this formal feedback the Link teachers are in frequent phone and email communication with home schools.

When the young person is working towards discharge, the young person, their parents and the home school will discuss strategies to work towards a successful transition. Often this will involve home leave from hospital. At this time the student might attend their own school for some of the week and then spend the rest of the week attending Huntercombe Hospital School.

## Parents as Partners

At Huntercombe Hospital School Maidenhead we value the role of parents, and aim to keep them involved with their child's progress, and in decisions about their education and strategies that will help them make a successful transition back to school.

Individual meetings can be arranged with the Link Teacher when necessary.

Link Teachers will keep parents/carers informed of their child's progress with their education.

We have a variety of community events such as the Christmas Sing-a-long Concert, Christmas fair and Summer Fete. Parents are invited to be part of this.

For parents/carers there is a parent/carer forum group held for each unit, they meet monthly with professionals that are involved in the patients care. Education is represented and this gives parents/carers an opportunity to see how our education is structured and raise any concerns they may have.

## School Policies and Complaints

All our school policies are available to view upon request. Please contact the Education Manager if you would like a copy.

We are happy to discuss any aspect of your child's education in hospital with you at any time. Please contact the school office on **01628 607435**.

If you have more serious concerns or would like to make a complaint please contact the Education Manager on **01628 667881 ex 235**.

## Learning and Teaching

Our teaching methods recognise and reflect that each young person is an individual with their own aspirations, aptitudes, and reasons for being in hospital. We aim to develop each young person to their full potential. We use a variety of teaching methods to cater for a range of learning styles. We believe in active learning for all students at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning. Not all students do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all students but at the same time give them work that is within their capabilities so that each young person experiences success.

On transition back from our service back to their own school or to other routes, the aim is that each young person will have developed at their own pace, with an awareness of their own potential.

Through the use of Individual Learning Plans, 'Evaluate the week' and regular tutorials the students are involved in setting their own targets and planning next steps in learning. For further information on specific aspects of learning, please contact your child's Link Teacher in the first instance.

Through our holistic approach providing for the emotional, physical and social needs of all, we ensure an atmosphere of trust and respect of everyone in a safe and inclusive environment.



**Chepi** is our school dog and she comes into school once a week, please let us know if your child has any anxiety or allergies to dogs. Chepi will often be a help to those who struggle to engage in school due to a variety of reasons.

## Assessment and Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure

that learning activities are meeting the needs of their students and extending and developing learning. Assessment information is used to track students' progress, inform planning, direct future learning and teaching activities and for reporting purposes. The overall purpose of assessment is to support learning.

Huntercombe Hospital School Maidenhead uses a variety of formative assessment techniques in teaching the children how they can improve upon their current standards of work. This applies to all students, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Link teachers record students progress in the following areas:

- Communication with adults
- Relationships with peers
- Impact of Mental Health difficulty on ability to concentrate
- Willingness to engage/ motivation
- Hope for the future

Parents/carers will also be invited to attend a CPA (Care Plan Approach) meeting where there will be representatives from the multi disciplinary team that work with your child, you will also receive a full written report of your child's educational progress.

Students are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Teachers set realistically challenging targets for their students, helping to ensure that the pace of children's learning is appropriate. More formal assessments are also carried out. These are usually provided by the student's Home School, for the purposes of assessing the young person in line with their peer group at home.

Students are encouraged to evaluate their week during a tutorial session and set targets for the following week.

## Exams and Certificates

The Huntercombe Hospital School Maidenhead is a registered examination centre which enables patients to sit their exams during their stay with us. If your child is in hospital during the summer examination period for GCSE or A level examinations, the examinations officer at the hospital will contact the school to arrange a transfer candidate agreement. Your child will still be entered for their examinations by the home school but the examination paper will be sent directly to the hospital prior to the start of the exams. The results will be sent to the home school and be available in August following the exams period.

## Literacy across the curriculum:

Whatever the subject area, your child will be:

- Engaged in talking together to deepen their learning and thinking.
- Writing clear explanations
- Communicating information or opinions
- Taking account of others' points of view or alternative solutions and responding in ways appropriate to role and demonstrating the ability to contribute, reflect, clarify and adapt thinking.

## Curriculum

Huntercombe Hospital School Maidenhead offers a broad and balanced curriculum aimed at creating an educational experience that prepares students to return to their home school as a confident individual, a responsible citizen, a contributor and an independent learner.

Our students represent a very wide range of abilities and backgrounds, coming from schools all over England, and as such have a variety of exam boards and learning expectations from their own schools. In response, our curriculum provides a number of pathways that young people can follow, and we maintain active Schemes of Work linked to the National Curriculum for those not following work from a home school.

A strong emphasis on a value added approach means that our young people can focus on recovery without pressure. Some of our young people have been long-term school refusers or sporadic attenders for a variety of reasons prior to admission, and our school provides a safe and effective route back into education. Many re-engage and have either achieved exam results while under our care or made a successful transition back to school in their own local authority.

All students follow our timetable and will complete work set by their home school/college while working with the subject teacher. For some lessons like PSHE & art students will generally follow our schemes of work.

Our teaching styles and approaches to learning are about allowing our students to experience joy, friendship, effective contribution and responsibility. We work with small groups and this often gives young people confidence to speak out in class and help them with social interactions which some struggle with.

Students who are disengaged with school work with their link teacher to find a way forward, this maybe with a reduced timetable at first.

We offer Arts Award at Bronze Level 1 & Silver Level 2. These are a range of qualifications that supports young people to grow as artists and arts leaders, inspiring them to connect with and take

part in the wider arts world through taking challenges in an art form - from fashion to digital art, pottery to poetry.

**"I'm achieving some pretty awesome things now and I know that if I hadn't had the support of the educational team there, I wouldn't have achieved half as much."**

## **What others have said**

**"Our daughter would not have been able to get through her exams without the support and expert tuition she recieved whilst at Huntercombe"**

**"Teachers do not put pressure on students"**

**"Teachers are helpful and friendly"**

**"Easier environment to work in"**

**"They have faith in you, even if you don't yourself"**

**"and the support they gave me was crucial to help me cope"**

**"Thank you for all your help with getting our child into an appropriate education setting"**

## Sixth Form Provision

At Huntercombe Hospital Maidenhead we encourage our sixth form to have a positive attitude to learning and provide good role models for the younger students.

We support our students with their A Level and further education qualifications at school or college. This involves detailed communication with the institute offering the qualification, and we support the student to take responsibility for their own learning and provide some 1-2-1 sessions.

Our sixth formers have more responsibility for their own learning than younger students. Many use our IT facilities to login to their own college or school website to continue distant learning.

All of our sixth formers can attend taught lessons linked to their ILP, often giving them the opportunity to be in a subject they did not study at KS4. If they have not achieved Maths and English GCSE at grade 4 they are encouraged to join the sessions so they can work towards sitting the GCSE.

For those in the 6th form that are not currently enrolled with college/school our Deputy will work with their Link Teacher and devise a personalised program of study. We offer short courses from ASDAN, Future Learn, Open Learn, Functional Skills as well as sessions on careers and future education placements.

Many of our sixth formers have successfully completed their exams with us and gone on to university or other further education establishments.

### ASDAN & Work Skills Online

ASDAN and Work skills online are used for post 16 when following our vocational pathway.

ASDAN programmes and qualifications are recognised by the Department for Education and their counterparts in Wales and Northern Ireland. ASDAN is approved as an **Awarding Organisation** for qualifications within the Regulated Qualifications Framework (RQF). The courses offer flexible ways to accredit personal and social education, skills development and enrichment activities.

Work skills online are web –based assessments in employability skills covering literacy, numeracy, health & safety, food safety and hygiene.

### Spiritual, moral, social and cultural development (SMSC) and British values

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs

This is promoted in our Citizenship, R.S & PSHE curriculum and is also evident in other subject areas and in our school rooms.

## PSHE

Principles of Personal, Social, Health and Citizenship, SMSC development are incorporated into all of our teaching strategies and combined with learning objectives across the subject areas.

Citizenship education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

## LGBT

We pride ourselves on being an inclusive school who supports the needs of distinct groups of students, such as lesbian, gay, bisexual and trans students, and those with lesbian, gay, bisexual and trans parents/carers. HBT, homophobic, biphobic and transphobic bullying will always be dealt with.

As a school we educate pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination and prepare our students to live in modern Britain. LGBT history month in February will be included in the PSHE curriculum, using resources from Amnesty International and Stonewall. This is in line with the Equality Act 2010 and incorporates the 'protected characteristics'.

## Equality

In our school equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equality Act 2010). We have a high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation to secure the best possible outcomes.

## Relationship & Sex Education (RSE)

The Department for Education (DFE) requires Sex Education to be provided as part of the National Curriculum and it is taught with due regard to moral considerations and an emphasis on the value and importance of family life and keeping safe.

Relationships and Sex education (RSE) is lifelong learning about healthy relationships, sex, sexuality, emotions, and sexual health. The objective of RSE is to help support young people through their physical, emotional and moral development. We recognise the importance of RSE in preparing young people to live safe, fulfilled and healthy lives. RSE is taught as part of our PSHE program, some parts of sex education are taught in science.

We believe that effective, age-appropriate education about relationships and sex can: Foster positive attitudes and values of love and respect; promote spiritual, moral, social and cultural development. If young people can make their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. We believe parents and carers have a crucial role to play in their children's learning about healthy relationships and sex education. We intend that the school's RSE programme complements and supports their role.

## Careers programme

The careers provision that is offered in the Huntercombe Hospital School Maidenhead is offered to all of the students. The main aim is for the students to 'know themselves and how their strengths, weaknesses, learn about different careers and opportunities and obtain individual guidance'. We aim to comply with statutory requirements in the Gatsby Guide, which states eight benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of the workplace
7. Encounters with further and higher education
8. Personal Guidance

At Huntercombe School Maidenhead we are committed to providing all our students in years 7 to 13 with a comprehensive program of careers education, information, advice and guidance we deliver the careers provision through the curriculum. Careers lessons in PSHE (KS3, KS4 & KS5) and Tutorials (KS3, KS4 & KS5) linking into their own career pathways. KS4 & 5 also have an enterprise and careers session.

During National Careers week we have various Careers presentations. At other key times (for example, every half term and after the GCSE exam period we will run careers sessions).

Students also have the opportunity to attend British Airways careers events and local careers events in the area.

Work experience is dependent on whether the MDT feel it is safe to complete and in the best interests of the student at that time. Depending on when a student is with us they may have completed this in their mainstream school/college. Students also have the opportunity to run and plan events like Macmillan coffee morning which will give them an experience of working in a team.

Our careers lead is Foy Fisher.

## Structure of the Day

The School forms a large part of the group program within the hospital. Kennet and Tamar follow the same education timetable and have other unit specific groups.

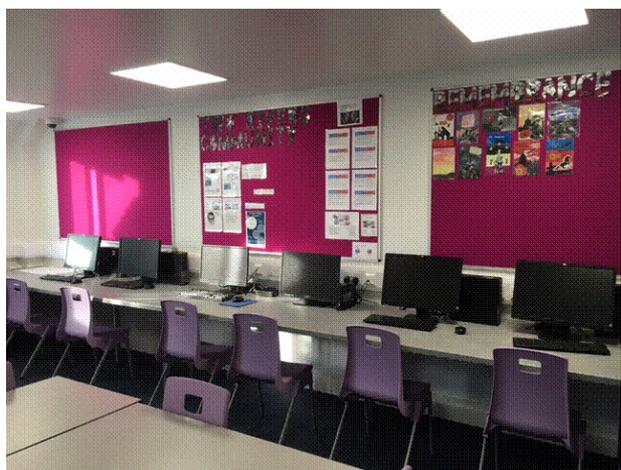
### Kennet & Tamar Timetable

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
9.00	Tutorial	BSL	What's in the news/SMSC	Discussion/1-2-1	BSL	Evaluate the week	
9.30 - 10.30	AVON	Y10 English	Y11 English	6 <sup>th</sup> form Psychology	KS4 History	KS4 Geography	Study
	MAIN	Y11 Science	KS3 Science	'Science in the news' Support	KS3 English		Arts Award
	GREEN	KS3 Maths	Y10 Maths	KS4 History	KS4/5 maths support		
	Support		SEN support		History support		
10.30	<b>BREAK</b>						
10.50 - 12.00	AVON	KS3 English	KS3 Maths	KS3 History	Y10 English	Study	
	MAIN	Y10 Science	Y11 Science	Y10 Science	Y11 Maths	Performing Arts	
	GREEN	Y11 Maths	Y10 Art	6 <sup>th</sup> Form	KS3 Art		
	Support		LAC 1-2-1 support	Geog/RS support	LAC visits		
12.00 - 1.30	<b>LUNCH &amp; Therapy sessions/group</b>						
1.30 - 2.30	AVON	Y11 English	KS3 Science	Performing arts	PSHE – KS3/KS4	P.E	
	MAIN	Y10 Science	Y10 Maths	History/politics support		Study	
	GREEN	KS3 Geography/RS	Y11 Art	English 1-2-1	Careers IAG	6th Form	Arts Award
2.30 - 3.15	Bookable sessions	1-2-1 support with education	1-2-1 support with education	1-2-1 support with education	1-2-1 support with education	1-2-1 support with education	
2.30 - 3.15			P.E	Enrichment group		Individual Music	



On our PICU we have a school which both units attend, if they are unable to do this we offer education on the ward. Our Youth Engagement Practitioners will also work with our students who are struggling to engage in education sessions under the guidance of the teaching staff with vocational activities.

Two Rivers (PICU)		MONDAY	TUESDAY	WEDNESDAY		THURSDAY	FRIDAY
9.30 - 10.30	School Room	Tutorial/careers/IAG	Art	Vocational	1-2-1 music	PSHE/SMSC	Performing Arts
	Support		SEN support			History support	
10.30	BREAK						
11 - 12.00	School Room	Geography/RS	English	Performing Arts		Functional skills	Study
	Support		LAC 1-2-1 support			LAC visits	
12.00 - 1.30	LUNCH & Therapy sessions/group						
1.30 - 2.30	School Room	Maths	Creative writing	Science in the news		History	P.E
							Study Music 1-2-1
2.30 - 3.15	Bookable sessions	1-2-1 support with education	1-2-1 support with education	1-2-1 support with education		1-2-1 support with education	1-2-1 support with education
2.30 - 3.15			P.E	Enrichment group			Individual Music
<b>On the ward education is available for those not able to attend the schoolroom</b>							



## Additional Support Needs

All of our young people are in inpatient Child and Adolescent Mental Health Services. Each student receives a Individual Learning Plan, and other professionals may be consulted in order to help identify and meet the specific needs of those requiring additional support. Other professionals include the staff team from the student's own school, especially the guidance and support from learning from other departments, virtual schools, doctors, therapists, nurses, key workers and psychologists.

Our teaching assistants will work with small groups or one-to-one when extra support is needed.

One-to-one sessions are available every day with the subject specialist if extra help is needed.

Individual music sessions are available, students may wish to take up a new challenge or keep up with their own music.

## Additional Activities

The school is residential as all students are in in-patient care. The Group Program of which school forms a part also involves:

- Sports – yoga, walking, games, swimming and classes off site when appropriate
- Activities – quizzes, games, crafts
- Trips – Zoo, country parks, museums, aquarium, pottery, cinema
- Therapeutic Groups
- School trips – these often include: Hampton Court Palace, Science Museum, The Natural History Museum, The V & A Museum, Tate Modern, Bird World, Chiltern Openair Museum, The Imperial War Museum
- End of Summer Term Celebration – Outdoor Movie Night

## Student Voice



The User  
Involvement

## Group

User involvement groups are run monthly, all young people from each unit are encouraged to attend. They will be and bring suggestions/concerns to the meeting for discussion. School are involved in this and are often able to answer questions and also take forward any suggestions, the minutes are also taken to the monthly Information Governance Meeting. The advocate from POhWER attends as well as education and someone from the hospital quality team.

Information from the User Involvement Group is also displayed on the unit notice boards in the form of “You Said” and “We Did” posters.

## Student Questionnaires

All students have the opportunity to complete a questionnaire every term, this focuses on them and on the teaching team. They also have an opportunity to say how they feel their education could improve. Students are always encouraged to feedback to teachers and leaders about our service.

## Huntercombe ‘The Apprentice’



**Team challenge** – You’re hired, You’re fired, designing a new product – Chocolate Bar



Working in teams, students needed to look at strengths, who was best suited to what job. Task was to design and make a make the chocolate bar, design and produce packaging for the chocolate bar, create an advert, slogan and jingle. Students enjoyed working as part of a team and challenging themselves in areas they were not studying in their own school curriculum.

## Extra- curricular activities

School trips  
Christmas Fayre  
Summer Fete  
Charity days  
Group projects  
Elections  
Team challenges  
Mini enterprise

Remembrance  
Day Group Project



Red Nose  
Day Cakes



Palace  
is always popular!



Christmas Fayre-money  
raised goes to charity



Macmillian Coffee morning  
students enjoy baking and  
staff always welcome the  
cakes!

## Summer Fete

Every year we hold a Summer Fete, this occasion is a way of us raising money for local charities and having a fun afternoon. The fete is attended by staff, our patients and their families, past patients are also invited. Seeing past patients is often helpful to our patients and their families. Seeing how others have recovered and what they are achieving now, and we get the chance to find out what they are doing.

Our afternoon starts with a barbeque lunch then entertainment from our talented young people whether in the form of singing or dance, then it is time to enjoy the afternoon visiting stalls and socialising. Our stalls include: tombolo, raffle, guess how many sweets in the jar, hook a duck, ice-

cream van. Our young people will often be working on designing crocheted items, friendship bracelets, making cakes & biscuits, planning the beauty stall during some of their creative sessions on the unit. The day finishes with the traditional 'Tug of War' and a sports challenge between units to see who will hold the shield for the following year.

We always get involved with Sport Relief, for the last event students and staff took part in the 'Run a Mile'. When a major sporting activity is happening we always have our own version, Huntercombe World Cup, Huntercombe Olympics during these events staff from across the hospital will also get involved to show off some of their talents.



# School Term Dates

## Autumn 2021

### Term 1

Term starts on: Thursday 2<sup>nd</sup> September 2021

Term ends on: Friday 15<sup>th</sup> October 2021

Tuesday 31<sup>st</sup> August & Wednesday 1<sup>st</sup> September - **INSET**

October Holiday: Monday 18<sup>th</sup> October 2021 to Friday 29<sup>th</sup> October 2021

### Term 2

Term starts on: Monday 1<sup>st</sup> November 2021

Term ends on: Friday 17<sup>th</sup> December 2021

Christmas Holiday: Monday 20<sup>th</sup> December 2021 to Monday 3<sup>rd</sup> January 2022

## Spring 2022

### Term 3

Term starts on: Tuesday 4<sup>th</sup> January 2022

Term ends on: Friday 18<sup>th</sup> February 2022

February Holiday: Monday 21<sup>st</sup> February 2022 to Friday 25<sup>th</sup> February 2022

### Term 4

Term starts on: Monday 28<sup>th</sup> February 2022

Term ends on: Friday 8<sup>th</sup> April 2022

Spring Holiday: Monday 11<sup>th</sup> April 2022 to Friday 22<sup>nd</sup> April 2022  
(Good Friday: 15<sup>th</sup> April 2022; Easter Monday: 18<sup>th</sup> April 2022)

## Summer 2022

### Term 5

Term starts on: Monday 25<sup>th</sup> April 2022

Term ends on: Friday 27<sup>th</sup> May 2022

May Holiday: Monday 30<sup>th</sup> May 2022 to Friday 3<sup>rd</sup> June 2022

### Term 6

Term starts on: Monday 6<sup>th</sup> June 2022

Term ends on: Friday 29<sup>th</sup> July 2022

INSET days TBA

## Contact Information

Huntercombe Hospital School Maidenhead,  
Huntercombe Lane South, Taplow  
Maidenhead SL6 0PQ  
Telephone 01628 667881  
E-mail: [HHmaidenheadscool@huntercombe.com](mailto:HHmaidenheadscool@huntercombe.com)  
DfE No. 868/6023  
URN: 142325

## Proprietor Address

Huntercombe Young People Ltd  
Thameside House, Hurst Road  
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Education Manager	Angela Hudgell
Deputy Education Manager	Fay Fisher:

<b>Designated Safeguarding Lead for Education</b>	Angela Hudgell
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<b>Designated Safeguarding Deputy for Education</b>	Fay Fisher
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<b>Chair of Governors</b>	Marc Sycamore Huntercombe Hospital Maidenhead, Huntercombe Lane South, Taplow, Maidenhead SL6 0PQ T: 01628 667881
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