



**Five Rivers.**  
**Education**

*Turning children's lives around*

## Education

A pivotal part of Five Rivers fundamental services.

## Assessment and Therapy

We formulate our individually-tailored education plans with input from our team of clinicians. They support the children as they experience therapeutic intervention and prepare them for any transitions in their care or treatment.

## Crisis Intervention

Children undergoing a crisis must have educational support - creating a familiar, stable base while achieving success step by step to rebuild self-esteem.

## Fostering

Children in care of our fostering service can receive tailored one to one educational support through our outreach service 1ACE.

## Residential

Children in residential care have access to onsite registered schools or receive tailored one to one support through our outreach service 1ACE.



# Core principles

We aim to develop pupils to be respectful, independent and confident through a curriculum that is achievable and relevant. At a level appropriate to each pupil's stage of development and ability. Pupils will be targeted to develop the following knowledge, understanding and skills:

## Respect

- Understand own and others culture, beliefs and traditions
- Understand the meaning of community and how to be a valued member of the community
- Recognise injustice, prejudice and discrimination and learn to challenge in these areas
- Develop respect for self as well as others and use encouraging vocabulary for all

## Independence

- Become problem solvers and mentors
- Develop thinking and planning skills
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things
- Know how to work collaboratively and how to seek support

## Confidence

- Develop emotional awareness
- Develop safe and secure friendships
- Develop healthy confidence, self-esteem and self-image
- Understand the many aspects of a healthy and happy lifestyle

*“Since arriving at Fountain House, they have made rapid progress in developing their self-confidence and are successfully re-engaging with learning.”*

Ofsted, 2017



# A typical school day

		Mon	Tues	Weds	Thurs	Fri
1	<b>20 mins</b> 9:00 – 9:20	INTRO/Check in				
2	<b>50 mins</b> 9:20 – 10:10	Phonic games Spelling Test & new spellings				
	<b>Break</b> 10:10 – 10:25	<b>Supervised by residential staff</b>				
3	<b>50 mins</b> 10:25 – 11:15	Reading for understanding (comprehension) Writing	Reading for understanding (comprehension) 'Big Write'			
4	<b>60 mins</b> 11:15 – 12:15	Maths/number skills/counting maths games & mini breaks as required	Maths/number skills/counting maths games & mini breaks as required	Maths/number skills/counting maths games & mini breaks as required	Maths/number skills/counting maths games & mini breaks as required	Maths/number skills/counting maths games & mini breaks as required
	<b>Lunch</b> 12:15 – 12:45	<b>Supervised by residential staff</b>				
5	<b>45 mins</b> 12:45 – 13:30	PSHE	PSHE	Science	PE	Independent reading
6	<b>45 mins</b> 13:30 – 14:30	Food Technology	ICT Project	History Project	PE	Reward (if earned)
	<b>15 mins Celebration</b> 14:30 – 14:45	Praise + Positive feedback of the day <i>Caught being good</i>	Praise + Positive feedback of the day <i>Caught being good</i>	Praise + Positive feedback of the day <i>Caught being good</i>	Praise + Positive feedback of the day <i>Caught being good</i>	Certificates

## Pupils

All pupils follow a timetable that suits the needs and capabilities of each one as well as meeting the national curriculum and SMSC requirements.

Pupils have their own secure computer access developed with Five Rivers external IT consultancy experts. Pupils follow a school day structure with a 9 am check-in and formal lessons starting around 9:20 am. The day closes with a wind-down session called Celebration. This is a time to discuss any issues and celebrate achievements. It gives an opportunity to draw a line under any issues so they do not continue into the evening, and discuss any strategies to avoid repeating mistakes.

As an incentive to learn – we award points for punctuality, behaviour and effort each day, as well as rewarding additional personalised targets chosen to eradicate unwanted behaviours. Points are displayed in the classroom and tracked electronically for analysis and contribute to pupils earning rewards.

## Enhanced curriculum

Pupils lives are enriched with a programme of educational school trips and PE is broadened with visits to various sporting institutions/environments. We invite speakers from the community to raise awareness of social issues and explore food and beliefs from other cultures. Creative and physical development is encouraged with music and singing lessons, swimming and library visits to promote and improve reading practice.



## **The Curriculum**

The curriculum consists of planned activities that are organised to promote learning and development. It includes activities meeting the formal requirements of the National Curriculum, as well as essential opportunities to provide a nurturing 24 hour programme, tailored to the complex needs of all pupils. We ensure that all pupils receive a broad, balanced education that takes into account the individual differences of the pupils' backgrounds, abilities and needs to make the education relevant to their individual circumstances. We aim to teach our pupils how to develop into happy, confident and responsible people, who can trust and co-operate with others while developing their understanding and skills so that they can reach their full potential.

Subjects covered are; English, Mathematics, Science, History, Geography, Art, Design and Technology, Music, ICT, Religious Education and PSHE. Physical Education (PE) is covered separately with lessons taking place weekly. The curriculum is covered in this way to encourage engagement with learning and make the curriculum more accessible for pupils who are disengaged with or demotivated by school.

## **Additional needs**

All information made available prior to any meeting concerning the pupils, where parents are invited to attend or where information concerning the education and welfare of the pupil, including those pupils with an Educational Health Care Plan, can be provided in alternative languages where required or on request from the parent and where there is a need.

The Proprietors of the company would like the clients to know that although this document is correct at the time of printing, minor changes may occur from time to time and full evaluation of the document will be undertaken annually.

Our aim is to identify and/or respond to special needs previously identified as soon as the pupil enters care and provide specialist support where it is needed. This will be indicated on their Personal Education Plan (PEP). The social worker or the placing authority should provide this document for the young person. In addition, the teacher will undertake an Individual Education Plan (IEP) and set appropriate targets in the absence of any educational background.

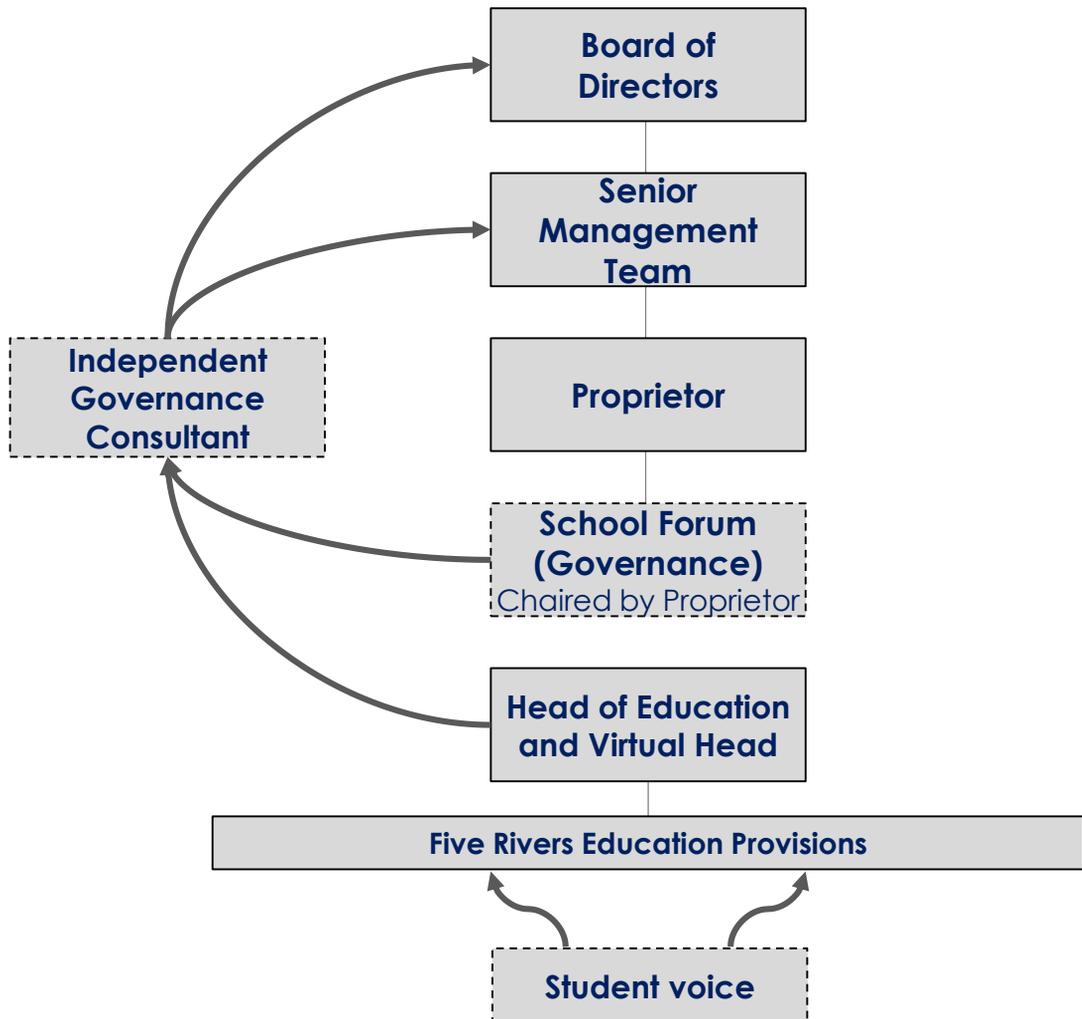
Consequently all pupils will be able to work to an individually created curriculum and at the pupil's own ability level. The revised Code of Practice for Special Needs will be the basis of our own Special Needs provision.



# School Forum

On a termly basis, a school forum is convened at Five Rivers' Head Office in Salisbury. This meeting forms part of our governance arrangements and has a set agenda covering items such as; Headteacher Reports, Policies and Procedures, Critical incidents and notifiable events, Staffing matters, Safeguarding, Health & Safety, Financial forecasts and performance and to discuss any issues arising. The school forum is made up of a number of people from within Five Rivers and independent, with some members being regular attendees, and others attending as and when necessary. Some of the members include:

- **CEO and founder**
- **Proprietor of Schools**
- **Head of Education**
- **Headteacher of Clannad Education Centre**
- **Teacher in Charge of Fountain House School**
- **Headteacher of Park House and 1ACE South West**





## Complaints procedure

Fountain House School has a robust complaints procedure where any complaints made are taken with the utmost seriousness and investigated accordingly. Fountain House School and Five Rivers Child Care Ltd have a consistent complaints policy and procedure which is available on request.

## Safeguarding procedure

Fountain House School implements strict safeguarding procedures and all staff are subject to rigorous background checks which are updated. All DBS certificates are seen and identification documents, proof of address, etc are held both at Fountain House School and at our central HR department. An active policy of whistle blowing is encouraged amongst all staff. Full safeguarding policy is available on request.

## Behaviour

We have clearly defined expectations for behaviour at Fountain House School which include areas such as;

- Treating others and yourself with respect
- Being in school on time
- Trying your best to improve
- Respecting property

Full policies are available on request

The behaviour policies at Fountain House School are implemented by both care and education staff in co-operation and are done in a consistent and fair manner. Expectations of student behaviour are explained clearly and thoroughly at the beginning of a placement. A formal uniform is expected and explained to the pupils at the beginning of a placement.

A decorative graphic consisting of several overlapping, flowing ribbons in shades of orange and red. The word "Education" is written in white, bold, sans-serif font, oriented vertically along one of the ribbons.

Education





## Admissions

At Fountain House School we offer placements to young people aged from 7 to 11. This is always as part of an integrated care package with residential care being provided by colleagues in the home.

We assist with transitioning pupils into secondary settings locally or in connection with new placements, fostering or an alternative care home due to change of age threshold.

Where required, EAL additional needs will be suitably met with support from LA translation services.

## Enrichment

School trips have included visits to places of worship, such as a Mosque, York Minster and a local Synagogue to raise awareness of diversity and difference in the wider community. There are planned visits to a Sikh temple. We have also arranged trips to an adventure centre, local organic farm and museums to enrich the education and daily lives of the pupils.

Further enrichment has been provided by, for example, talks with the local PCSO's on the implications of bullying and violent behaviours and a visit to the local fire station. These allow are students to view and understand a wider scope of the real world and the consequences of making the wrong choices in life.

Additionally, extra-curricular activities are offered on site, such as music and singing lessons where the student has the opportunity to learn how to perform a song of their choosing and, if appropriate, learn basic guitar playing. There are local facilities where a wide range of sports, can be accessed and areas of interest encouraged by agreement with staff.

Each half-term we hold a cultural day where a different culture or religion from around the world is examined and various activities are held to promote our agenda of increasing equality and diversity in the school and workplace.

Other enrichment opportunities can be explored if a student expresses an interest in a specific area. This has previously been performed, as one student showed an interest i



**Five Rivers<sup>®</sup>  
Education**

**Fountain House School**

**Leeds**

**West Yorkshire**

Further details are available on request

**Headteacher, Matthew Palmer**  
[matthew.palmer@five-rivers.org](mailto:matthew.palmer@five-rivers.org)

**Proprietor**  
**Five Rivers Child Care Ltd.**

**Head office**

Five Rivers Child Care Limited  
47 Bedwin Street, Salisbury, Wiltshire SP1 3UT

**Phone** 0800 389 8708

**Email** [education@five-rivers.org](mailto:education@five-rivers.org)

**Website** [www.five-rivers.org](http://www.five-rivers.org)