



**Five Rivers<sup>®</sup>**  
**Fountain House**



Fountain House Prospectus

Five Rivers Child Care is one of the UK's most experienced providers in turning around the lives of vulnerable children.



Founded in 1989, we draw on three decades of experience in restoring the childhoods of neglected and abused children.

We remove them from what is typically a spiral of descent; we give them sense of belonging and self-worth; we equip them with education and life skills; and we set them up to progress into family life and ultimately, independence.



#### **Education**

We regard education as the passport to every child's future.

#### **Residential**

This is where our story began, and today we run nine homes with a therapeutic community approach across England.

#### **Crisis Intervention**

Five Rivers is called on in emergency situations (such as placement breakdowns) to bring calm and stability to children and teenagers of all ages.

#### **Assessment and Therapy**

Harnessing clinical psychology to support our internal residential, education, social work and fostering teams. (Now available to work externally alongside or as an alternative to CAMHS).

#### **Fostering**

We train and support rare and special people who can meet the intensive challenges of giving a vulnerable child the experience of family life.

These services make up our **Five Fundamentals**.

## 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

## Admissions

Fountain House School 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.

# The Curriculum

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

Ofsted, 2017

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 24hour programme, tailored to the complex needs of all pupils. We ensure that all pupils receive a broad, balanced education, taking 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.



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

## A typical school day

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

## Pupils

All pupils follow a timetable that suits their needs and capabilities, 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.

## Enrichment

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.

- 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 in fishing. From this, they undertook a 6-week course in angling and managed to earn several AQA' accreditations from the various skills learned.

## Assessment

Pupils at Fountain House School will be regularly assessed, both formally and informally, to ensure that they are making progress academically, socially and emotionally. As part of the therapeutic process undertaken at Fountain House, it is deemed particularly important to assess our pupils and communicate this assessment with the team.

**Pupils will be assessed in several formats, at regular intervals, which include:**

- Daily assessment through observation and class discussions
- Regular quizzes and academic challenges
- Weekly homework, depending on the current theme. This changes on a half termly basis
- Weekly & End of unit assessments in each subject via our assessment tools

**Assessment results will be reported in several ways:**

- Marking of pupil's work, so that they are aware of ways to improve
- Weekly summaries of pupil's progress in several areas
- Termly reports for social workers
- LAC reports as part of the overall Fountain House process
- Governance reports to our board





## 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 upon 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. The full safeguarding policy is available upon 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

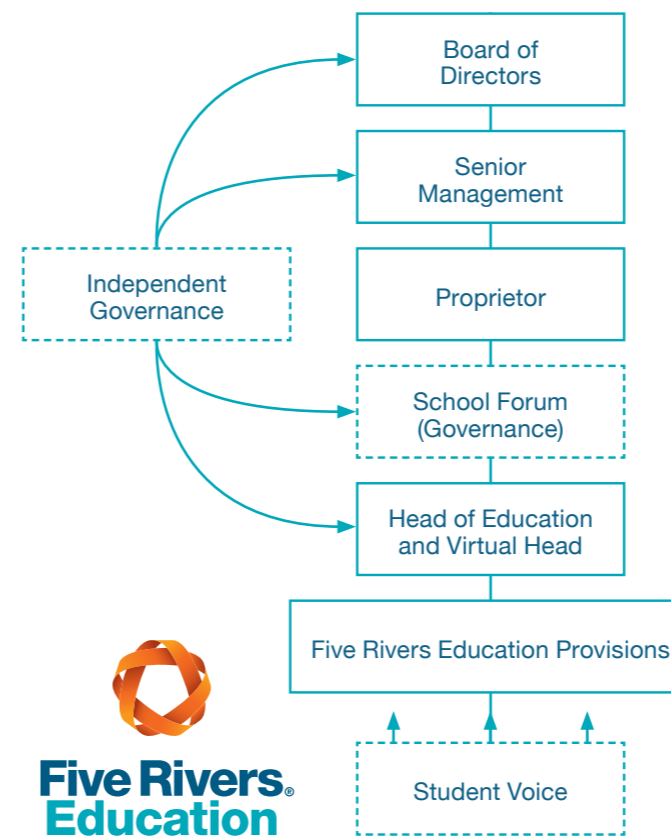
Full policies are available upon request. The behaviour policies at Fountain House School are implemented by both care and education staff in co-operation and are done in a consistent and fair manner. At the beginning of a placement, the expectations of student behaviour and the expected wearing of a formal uniform are explained clearly and thoroughly.

# School Forum

Each term, a school forum is convened at Five Rivers' Head Office in Salisbury.

This forms part of our governance arrangements and has a set agenda covering items such as; Headteacher Reports, Policies & Procedures, Critical Incidents and Notifiable Events, Staffing Matters, Safeguarding, Health & Safety, Financial Forecasts and Performance, as well as to discuss any issues arising. The school forum is made up of a number of people from either within Five Rivers or are independent and include, w regular attendees or other members attending as and when necessary.

- Some of the members include:
- CEO and Founder
  - Proprietor of Schools
  - Head of Education
  - Headteacher of The Spires
  - Headteacher of Clannad Education Centre
  - Teacher in Charge of Fountain House School
  - Headteacher of Park House and 1ACE South West



## 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.

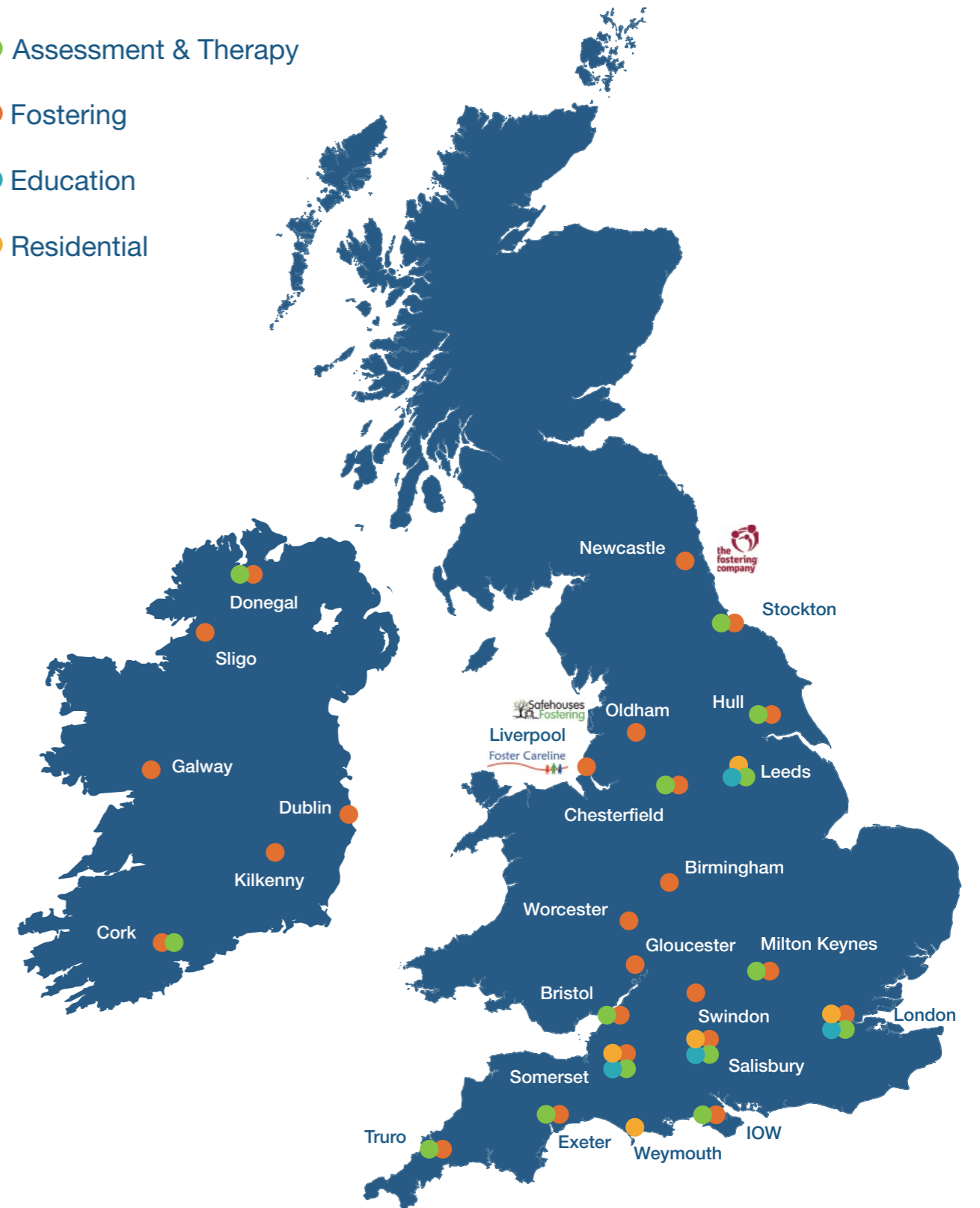
Our aim is to identify and/or respond to special needs previously identified as soon as the pupil enters care and provide specialist support where it is needed. This will be indicated on their Personal Education Plan (PEP). The social worker or the placing authority should provide this document for the 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.



## Where We Are

- Assessment & Therapy
- Fostering
- Education
- Residential



**Fountain House School**

Leeds  
West Yorkshire

Further details are available on request

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