



**Five Rivers.
Park House**



Park House Prospectus

Turning children's lives around

Welcome to Five Rivers

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

Finding individual ways to help young people learn and discover the joy of advancing and achieving.

Residential

Nurturing homes with a therapeutic community approach.

Crisis Intervention

Helping young people and children achieve calm and stability in emergency situations such as placement breakdowns.

Assessment and Therapy

Our service was developed internally to support residential, education, social work and fostering teams. (Now available to work externally alongside or as an alternative to CAMHS).

Fostering

Finding and supporting those rare and special people who can meet the intensive challenges of providing a positive experience of family life for vulnerable children including the disabled, ill and the 'parent and child'.

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

General information

For some children who have had limited success in formal education or struggled in specialist settings, Five Rivers offers a proven alternative. We have specialist teachers and teaching assistants who deliver individualised learning packages.

Our holistic approach boosts confidence, self-esteem and helps young people to develop the skills to be a successful learner. Five Rivers work with young people and their families to identify any individual barriers to education and learning. We offer bespoke supportive packages to address these needs and as a result, offer programmes with every opportunity for success. Academic testing helps us target work to fill in gaps so that young people can make successful transitions back to school, college placements or apprenticeships.

The young people work in community settings with two or more staff depending on the needs identified. Their educational programme varies according to the aims of the work discussed with the commissioning caseworker. Bespoke packages are put together utilising Five Rivers trained staff and approved specialist providers.

Each child will have access to: academic subjects (English, Maths, Science ICT, Humanities, PSHE, PE) and kinaesthetic learning and practical activities such as; horticulture, mechanics, art, music as well as therapeutic input, for example equine therapy.

Young people can accredit their achievements through a number of suitable nationally recognised outcomes, e.g. GCSEs, AQA unit awards scheme, ASDAN awards and entry level examinations.

Park House School is registered for up to 12 places. These pupils will receive an education programme appropriately designed for them and could be 1:1, 2:1 or a small group setting.

Our work has a focus on the 'next steps' for the pupils and making gradual transitions to local authority settings, further education colleges, apprenticeships or the world of work.

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 upon request from the parent and where there is a need.

The Proprietors of the organisation 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 to 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 tailored to the pupil's own ability level.

The revised Code of Practice for Special Needs will be the basis of our own Special Needs provision.

A typical school day

		Mon	Tues	Weds	Thurs	Fri
1	0mins	INTRO/Check in	INTRO/Check in	INTRO/Check in	INTRO/Check in	INTRO/Check in
2	50mins	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	Supervised by staff	Supervised by staff	Supervised by staff	Supervised by staff	Supervised by staff
3	50mins	Reading for understanding (comprehension) Writing	Reading for understanding (comprehension) Writing	Reading for understanding (comprehension) Writing	Reading for understanding (comprehension) Writing	Reading for understanding (comprehension) Writing
4	60mins	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	Supervised by staff	Supervised by staff	Supervised by staff	Supervised by staff	Supervised by staff
5	45mins	PSHE	PSHE	Science	PE	Independent reading
6	45mins	Food Technology	ICT Project	History Project	PE	Reward (if earned)
	15mins celebration	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

A personalised timetable for bespoke package

	Mon	Tues	Weds	Thurs	Fri
1	9.15 Start	10.00 Start	10.00 Start	10.00 Start	9.15 Start
2	AEC - Vocational Education	Core Education Functional skills: Maths and English PSHE PE	Equus	Core Education Functional skills Maths and English PSHE	AEC - Vocational Education
3			Core Education Enrichment		
4	2.15 pm Finish	3pm Finish	3pm Finish	3pm Finish	2.15 pm finish

The Curriculum

Pupils arrive promptly and are given the opportunity at the start of the day for a check in, so that the school day can begin positively.

Cool Points are awarded for progress towards and achieving identified learning, social and emotional targets each day. Cool Points are displayed in the pupil's daily work file. Points can be accumulated and cashed in for agreed rewards.

The timetable is personalised to meet the student's individual needs and interests as well as providing a broad curriculum.

We also offer careers advice for pupils and help with finding the 'next 'steps' on their journey. Careers South West (CSW) offer Independent Careers Advice and Guidance, which informs planning of both timetables and curriculum.

Our pupils can be referred to and be supported by #FOCUS5 (provided by CSW).

Our project-based learning includes many varied and interesting topics. During the course of the academic year the subjects covered include English, Mathematics, Science, History, Geography, Art, Design and Technology, PE, MFL, Music, Horticulture, Environmental Studies, ICT, Religious Education, PSHE and focused SMSC. Physical Education (PE) is covered with lessons taking place regularly throughout the week.

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.

Imagine a school without walls. Imagine a future where there is a place for your true abilities and talents to shine through.

This is 1ACE.

For children who have had limited success in formal education, or who have struggled in specialist settings, Five Rivers' outreach services offer a proven alternative.

We have specialist teachers and support workers who help to develop the whole child. Our holistic approach boosts confidence, self-esteem and helps young people to develop the skills to be a successful learner.



“Five Rivers has helped me to be happier and grow in confidence.”

Year 12 Student

What is the next step? Will it be college, an apprenticeship or the world of work? With 1ACE, young people start achieving their goals by building and recording their own personal portfolio of success through activities tailored to their interests, strengths and abilities:

Vocational opportunities

Outdoor learning

Life skills and life coaching

Sport and recreation

Functional skills in English and Maths

Tailored short courses and qualifications
e.g. ASDAN





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 discussion around any issues arising.

The school forum is made up of a number of people from either within Five Rivers or external and includes both regular attendees or others attending as 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



Complaints procedure

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

Safeguarding procedure

Park 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 Park House School and at our central HR department.

An active policy of whistleblowing is encouraged amongst all staff. The full safeguarding policy is available upon request.

Behaviour

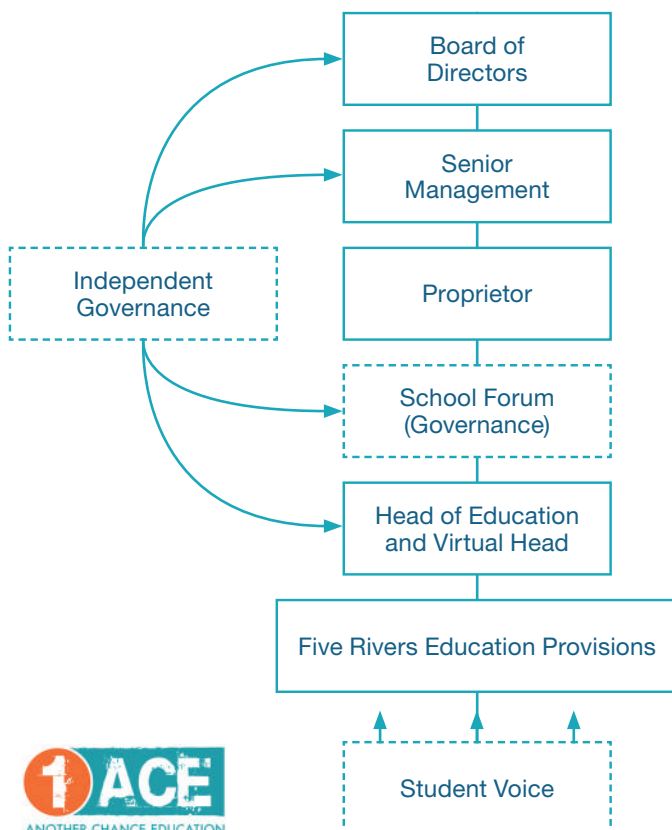
We have clearly defined expectations for behaviour at Park House School which include areas such as;

- 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 Park House School are implemented by both care and education staff in co-operation and are implemented 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.

Exclusions will be avoided at all costs and the Park House leadership will look to adapt the curriculum offer and timetable arrangements. All will be done in agreement with the placing authority.



Assessment

Pupils at Park House School will be regularly assessed, both formally and informally, to ensure that they are making progress academically, socially and emotionally.

Pupils will be assessed in several formats, at regular intervals and these include:

Daily assessment through observation and group discussion

Regular quizzes and academic challenges
Independent learning tasks

Regular review

End of unit/term assessments in each subject

Assessment results will be reported in several ways:

Marking of pupil's work, so that they are aware of ways to improve

Governance reports to our SMT/board

Termly report for social workers

LAC reviews/PEPs/EHCP meetings are part of the overall Park House School process

Weekly summaries of pupil's progress in several areas.

Admissions

At Park House School we offer placements to young people aged from 9 to 19. Where required, EAL additional needs will be suitably met with support from LA translation services. We offer several responsive and flexible academic and

SEMH packages:

Placement at Park House School

1ACE community programme

Transition (entry to college, mainstream, etc)

Mentoring/nurture

1:1 tuition

Employability supported programme

Apprenticeships (as an aspiration)

Enrichment

School trips are planned to specific venues to raise awareness of diversity and celebrate the differences within the local wider local community. Visits include places of worship, an adventure centre, urban art and museums, which enrich the education and daily lives of the pupils.

All pupils on a weekly basis attend an afternoon of sports activities, working and playing alongside people with disabilities from within the community. This helps them to develop empathy and understanding of others, develops positive relationships across the community and helps promote British values.

We support pupils to develop an interest in a variety of activities which we can then support with attendance at local clubs, as appropriate to their interests.

Each half-term we plan a culture week where a different culture (language, food, religion, music, art) 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.



Five Rivers®
Park House

Making a referral

If you would like to discuss a day pupil placement at Park House School for a child or young person please contact the Headteacher on **01823 282 668**.



Park House School

Taunton

Somerset

Headteacher Teresa Brown

Email Teresa.Brown@five-rivers.org

Proprietor Five Rivers Child Care Limited



Five Rivers®
Park House

Five Rivers Child Care Limited

47 Bedwin Street,

Salisbury,

Wiltshire SP1 3UT

Phone 0800 389 8708

Email placementsteam@five-rivers.org

Website www.five-rivers.org