



**Five
Rivers®**

Fountain House School

FHS (Family, Honesty & Safety)

About us

LOCATION



West Yorkshire

CAPACITY



5

GENDER



Mixed

AGE RANGE



6-14 years

Five Rivers Child Care

- **Education:** Five Rivers Child Care schools provide a therapeutic educational framework that promotes emotional growth alongside academic success, and so encourages holistic child development. Our education provision is fully integrated with our other 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 1 ACE.
- **Residential:** Children in residential care have access to onsite registered schools or receive tailored one to one support through our outreach service 1 ACE.

Mission statement

Our ultimate aim is to provide our young people with the best possible chance in life. The term 'dealt a bad hand', doesn't even come close to what some of our children and young people have experienced in such a short space of time. Therefore, we provide an eclectic, bespoke timetable whereby we aim to increase not only their attainment grades, but also combat their social and emotional needs. All our staff members are committed and believe that our pupils are deserving of the same opportunities, love and care as everyone else. **Family, Honesty, Safety.**



Ofsted

Fountain House School was rated 'Outstanding' by Ofsted in its most recent inspection. One of the key findings in the report states "leaders ensure that all the independent school standards are met consistently. They use their excellent knowledge of the school and highly effective leadership skills to review and refine continually how they help pupils excel."



The Attachment and Trauma Sensitive Schools Award (ATSSA)

The Attachment and Trauma-Sensitive Award validates schools that demonstrate a culture of compassion and nurture, fundamental components for getting children into a state of 'learning readiness'. The Award is issued only to providers who can demonstrate they have met its rigorous quality standards. We are delighted to have achieved this in May 2021.

"Leaders keep an unerring focus on securing pupils' well-being and safety. They enable pupils to achieve the highest levels of personal development and exceptional rates of progress." **Ofsted**

The school day

Our 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 Child Care's external IT consultancy experts. Pupils follow a school day structure with a 9am check-in and formal lessons starting around 9:20am. 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.

Core principles

We aim to develop pupils to be respectful, independent and confident through a curriculum that is appropriate to each pupil's stage of development and ability. Pupils will be encouraged 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

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.

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. We have also arranged trips to an adventure centre, a 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 PCSOs on the implications of bullying and violent behaviours and a visit to the local fire station. These allow our pupils a wider view and understanding of the real world and the consequences of making the wrong choices in life.

Additionally, extra-curricular activities are offered, such as private 1:1 swimming lessons where the pupils have the opportunity to learn how to perform the basic swimming techniques/strokes, followed by water safety skills; which further links to our PSHE (Personal, Social and Health Education) SOW (Statement of Work) 'Personal Safety'. In addition to this, there are local facilities where a wide range of sports, can be accessed and individual's areas of interest encouraged, in agreement with staff.

Each term we hold a cultural week, where a different culture 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. For example, recently one student showed an interest in snowboarding. From this, they undertook a 6-week course and managed to earn an AQA accreditation from the various skills learned. They even completed levels 1-6 set by the instructor and as a result can snowboard independently.

WATCH OUR VIDEO HERE

five-rivers.org/education/schools/fountain-house/

Our curriculum

The curriculum

Our 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 individual needs, backgrounds and abilities. 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, ICT, Religious Education/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 to make lessons more accessible for pupils who are disengaged with or demotivated by school.

▼ Example timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	PE day	Farm trip	Therapy day		Reward day
9.00 – 9.20 20 minutes	Intro/check-in Student voice/ homework check ‘Thinking Key’	Incredible Farm	Intro/check-in ‘Thinking Key’	Intro/check-in ‘Thinking Key’	Intro/check-in ‘Thinking Key’
9.20 – 10.10 50 minutes	PE		Reading for understanding (comprehension) Writing	‘Big Write’ Topic of choice OR designated picture	Science SOW
Break 10.10 – 10.25 (supervised by residential staff)					
10.25 – 11.15 50 minutes	PE	Incredible Farm	(Therapy at 10–11) ‘Chill Time’	Bug Club & SPAG	Reading for understanding (comprehension) Writing
11.15 – 12.15 60 minutes	Reading for understanding (comprehension) Writing		Farm	Maths/number skills/ counting maths games & mini breaks as required	Arts & Crafts
Lunch 12.15 – 12.45 (supervised by residential staff)					
12.45 – 13.30 45 minutes	PE	Incredible Farm	(Therapy at 10–11) ‘Chill Time’	Bug Club & SPAG	Reading for understanding (comprehension) Writing
13.30 – 14.30 60 minutes	Reading for understanding (comprehension) Writing		Maths/number skills/ counting maths games and mini breaks as required	Maths/number skills/ counting maths games & mini breaks as required	Arts & Crafts
14.30 – 14.45 Celebration	Praise & positive feedback of the day. Points totals	Praise & positive feedback of the day. Points totals	Praise & positive feedback of the day. Points totals	Praise & positive feedback of the day. Points totals	Praise & positive feedback of the day. Points totals
Homework	Checked & signed	N/A	N/A	N/A	Issued

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.

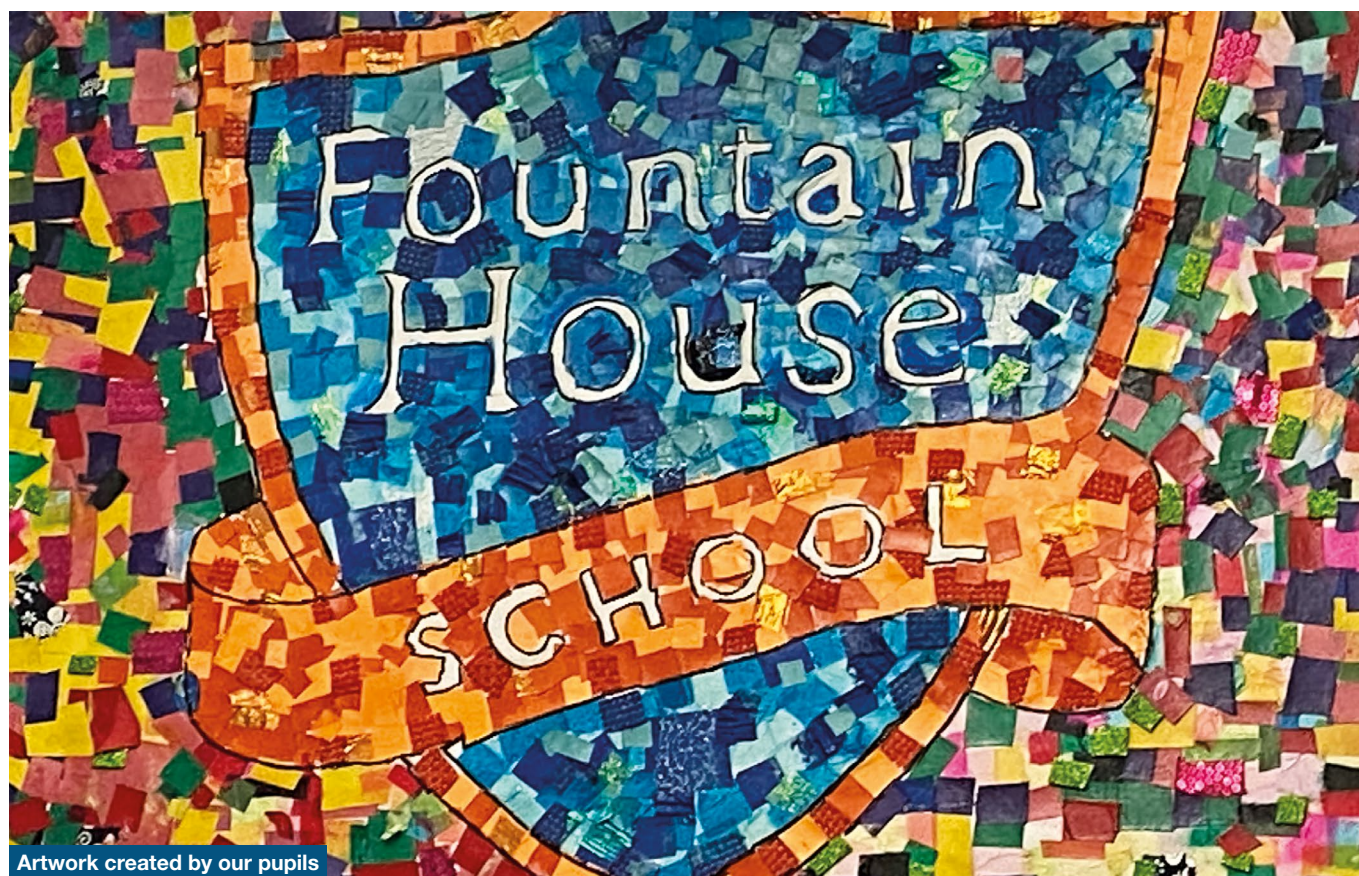
Pupils will be assessed in a number of formats, at regular intervals, which include:

- Daily assessment through observation and class discussions
- Regular quizzes and academic challenges

- Weekly homework, depending on the current theme. This changes on termly basis
- Weekly and end of unit assessments in each subject via our assessment tools

Assessment results will be reported in several ways:

- Marking of pupils' work, so that they are aware of ways to improve
- Weekly summaries of pupils' progress in a number of areas
- Termly reports for social workers and carers
- Educational Summaries, prior to all professional meetings
- Governance reports to our board (data reported termly)



Artwork created by our pupils

"I love Fountain House School, more than any other school I've been to. I feel safe, welcome and my opinions are always listened to." **Statement by a young person, via Southern Authority**

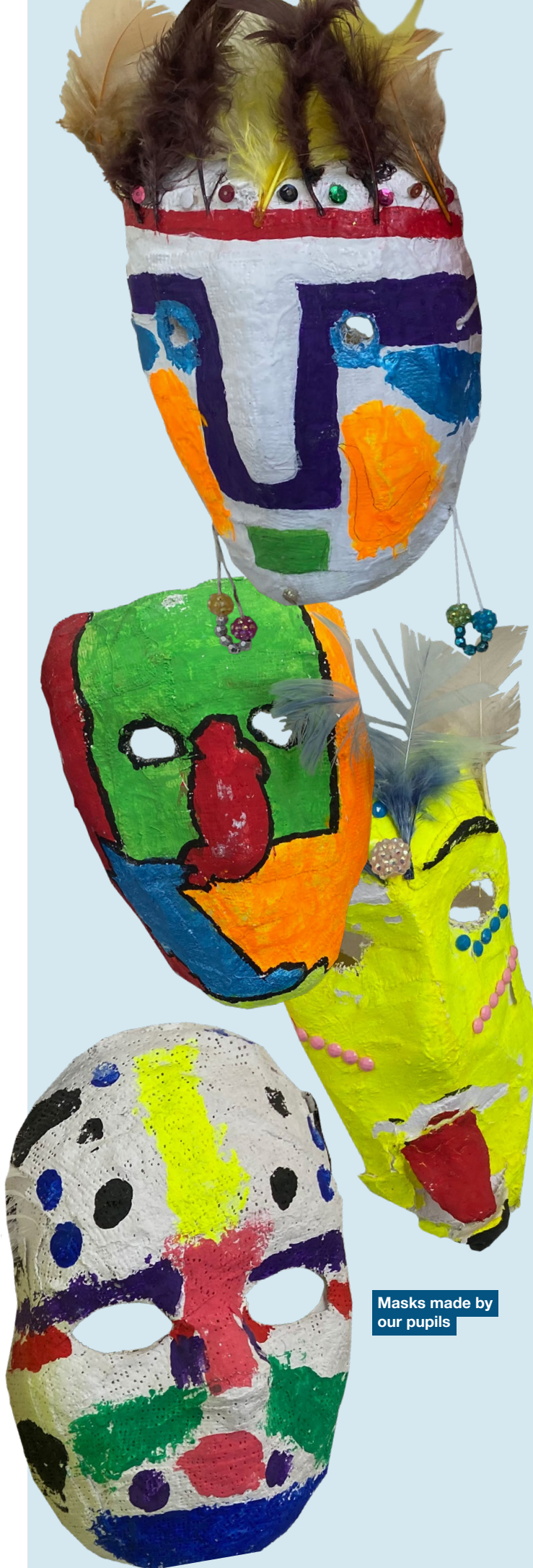
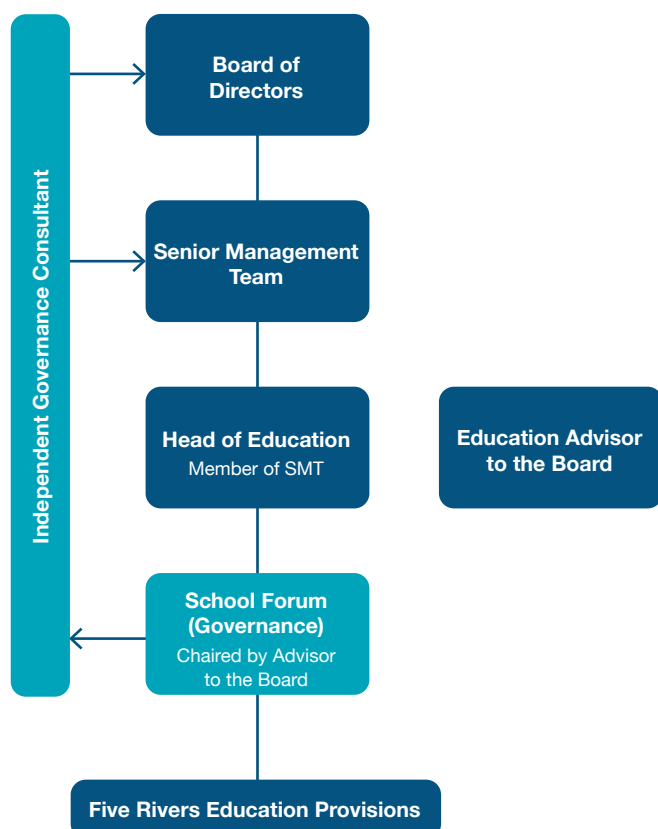
The school forum

On a termly basis, a school forum convenes at Five Rivers Child Care's Head Office in Salisbury. This meeting forms part of our governance arrangements and has a set agenda.

The school forum is made up of a number of people from within Five Rivers Child Care and independents, with some members being regular attendees, and others attending as and when necessary.

Members include:

- Education Senior Leaders
- Heads of education provisions
- Key members from other Five Rivers Child Care departments are also invited



Masks made by
our pupils

Policies

Admissions

At Fountain House School we offer placements to young people aged from 6 to 14, however all pupils will be taught at key stages 1 & 2. The extended age range is to work more collaboratory with the local authorities, when it comes to transitioning the young pupil to their next placement. This is always 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.

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 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

The full policies are available upon request.

The behaviour policies at Fountain House School are implemented by both care and education staff in collaboration 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.

Exclusions

Fountain House School acts to champion the rights of all children to receive a high-quality education, regardless of their circumstances. We will work therapeutically with any child, who in their previous educational establishment, has been at risk of exclusion. Through this, we will allow each pupil to overcome any barriers to learning through our 'Incentive to Learn Program'. The efforts they omit, they receive back.

Our diverse, personalised and versatile timetables are at the forefront, which allows us to support each young person individually, building further resilience and helping staff manage behaviours. All are used appropriately and with whole of school discussion and support. There is no exclusion from education at Fountain House School, only hard work and dedication provided and carried out by our staff team.

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 have a consistent complaints policy and procedure which is available on request.

English as an Additional Language

Where required, English as an Additional Language (EAL) additional needs will be suitably met with support from LA translation services.

Additional needs

All information made available prior to any meeting concerning the pupils where parents are invited to attend, or where information concerns 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.

Fountain House School
Leeds, West Yorkshire
Further details are available on request

Headteacher: Matthew Palmer | matthew.palmer@five-rivers.org

Proprietorial Body: Five Rivers Child Care
Proprietor: David Howard | david.howard@five-rivers.org

If you would like to discuss a placement within our Education service,
please contact our referrals team for more information: **0800 3898708** (Option 3)



Head Office: Five Rivers Child Care Limited
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