



Park House School

Transformational Education

About us

Location



Somerset

Capacity



26

Gender



Mixed

Age Range



8–19

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.



Clinical Services

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



Residential

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



Fostering

Children in our care have access to our tailored one to one educational support through our outreach service 1 ACE..

Achievements

Ofsted

"Attending Park House School is life-changing for many pupils. Pupils who go to this school have often had a poor experience of education previously. Many have had extended periods out of school completely, often in the care of the local authority. When pupils start at Park House, staff take the time, and great care, to understand each pupil's strengths and difficulties. Pupils' changing needs are met closely thanks to leaders' tenacious work to review and adapt the provision. The school uses different sites and external partners appropriately to support and enrich pupils' experiences. Leaders and those responsible for governance are relentless in their determination to secure the best possible outcomes for pupils. Pupils are at the centre of all decision-making." - Ofsted 2026

Dyslexia Friendly Quality Mark

Five Rivers Education has achieved the British Dyslexia Association's Dyslexia Friendly Quality Mark (DFQM). The accreditation recognises the consistent use of inclusive, evidence-informed approaches that support learners with dyslexia and other literacy-related difficulties.

Our school is committed to creating a dyslexia-friendly culture where every learner can thrive. Through inclusive teaching, accessible learning environments and tailored support, we work to remove barriers to learning and help pupils develop confidence, independence and a love of learning. Working closely with families and specialist professionals, we ensure that individual needs are understood and supported, enabling all pupils to achieve success.

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 had the Gold Award renewed.

"Park House School is a trauma-informed and trauma-responsive organisation, which prioritises humanising systems, making them healthier, more relational and interpersonal, more integrated, more reflective, and more interconnected by ensuring that trauma-informed knowledge, language, values, principles, assumptions and processes are embedded deep into the culture of the organisation; and are owned and shaped by everyone who is a part, regardless of role." - Dr Jennifer A Nock, ATSSA



We have also been awarded Thrive Ambassador status.



Exceptional

- Attendance and behaviour
- Inclusion



Strong Standard

- Achievement
- Leadership and governance
- Personal development and wellbeing



Expected Standard

- Curriculum and teaching



The school day

General information

For children who have experienced limited success in mainstream education or struggled in specialist settings, Five Rivers Child Care Park House School offers a proven alternative. We have specialist teachers and teaching assistants who deliver individualised learning programmes that are tailored to each pupil's strengths, needs and aspirations.

Our holistic approach boosts confidence, self-esteem and helps young people to develop the skills to be a successful learner. We 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 assessment helps us target work to fill in gaps so that young people can make successful transitions back to school, college placements or apprenticeships.

Our pupils access learning within a community setting, supported by two or more members of staff, depending on the needs of the child or young person. Their educational programme is tailored to specific goals which are developed with the commissioning caseworker. Bespoke packages are put together utilising Five Rivers Child Care's trained staff and approved specialist providers. This approach ensures our children and young people receive a personalised programme that meets their educational, social and emotional needs.

Each child will have access to a broad and balanced curriculum that includes academic subjects like English, Maths, Science, ICT, Humanities, PSHE, RSE, ICT and PE. Our pupils are also given the opportunity to develop vocational skills through practical learning activities such as horticulture, mechanics, art and music. They also benefit from direct therapeutic input, such as equine therapy, alongside indirect therapeutic support integrated into their programme by Five Rivers Child Care assessment and learning team. Their achievements are accredited through a number of suitable nationally recognised outcomes, e.g. GCSEs, Functional Skills qualifications, AQA unit awards scheme, ASDAN awards and entry level examinations.

The school is registered for up to 26 places. These pupils will receive an education programme appropriately designed for them and could be 1:1, 2:1 or a small group setting as appropriate to the needs of the young person.

Our work has a focus on preparing pupils for the 'next steps' by supporting them make a gradual transition to a local authority setting, further education, apprenticeship or employment.

Additional needs

All information made available prior to any meeting concerning the pupils, where parents/carers 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.

Our aim is to recognise and respond to any special educational needs as early as possible once the pupil joins us. We ensure they receive the right specialist support so they can thrive. This will be indicated on their Personal Education Plan (PEP), which will be provided by their social worker or the placing authority. If there is limited or no previous educational information, the teacher will also create an Individual Education Plan (IEP) and set appropriate targets achievable by the pupil.

This means every pupil will be able to follow a curriculum that is tailored to them and suited to their individual abilities. Our approach to supporting special educational needs is guided by the revised Code of Practice, helping us ensure each pupil gets the care and support they need.

Enrichment

We believe it is important to raise awareness about diversity, celebrate different cultures, religions and support our local community. We have taken school trips to places of worship, museums, local places of interest supporting project work and landmarks of historical importance which enrich the education and daily lives of our pupils.

We support pupils to develop an interest in a variety of activities which we can then encourage by offering access to local clubs, as appropriate to their interests. Spiritual, moral, social and cultural values are embedded throughout the curriculum with visits and projects to highlight different cultures from around the world and promote our agenda of increasing equality and diversity in the school and workplace.





Our curriculum

At the heart of our approach is the Five Rivers Child Care curriculum, represented by the ammonite diagram. Our pupils are at the very centre of the curriculum spiral, reflecting our commitment to a child centred approach to learning. We segment our curriculum into seven key sections and support each child to progress through each, building the skills and confidence for them to access life and learning beyond their time with us.

The curriculum is covered in such a way to encourage engagement with learning and make the curriculum more accessible for pupils who are disengaged with or demotivated by school.

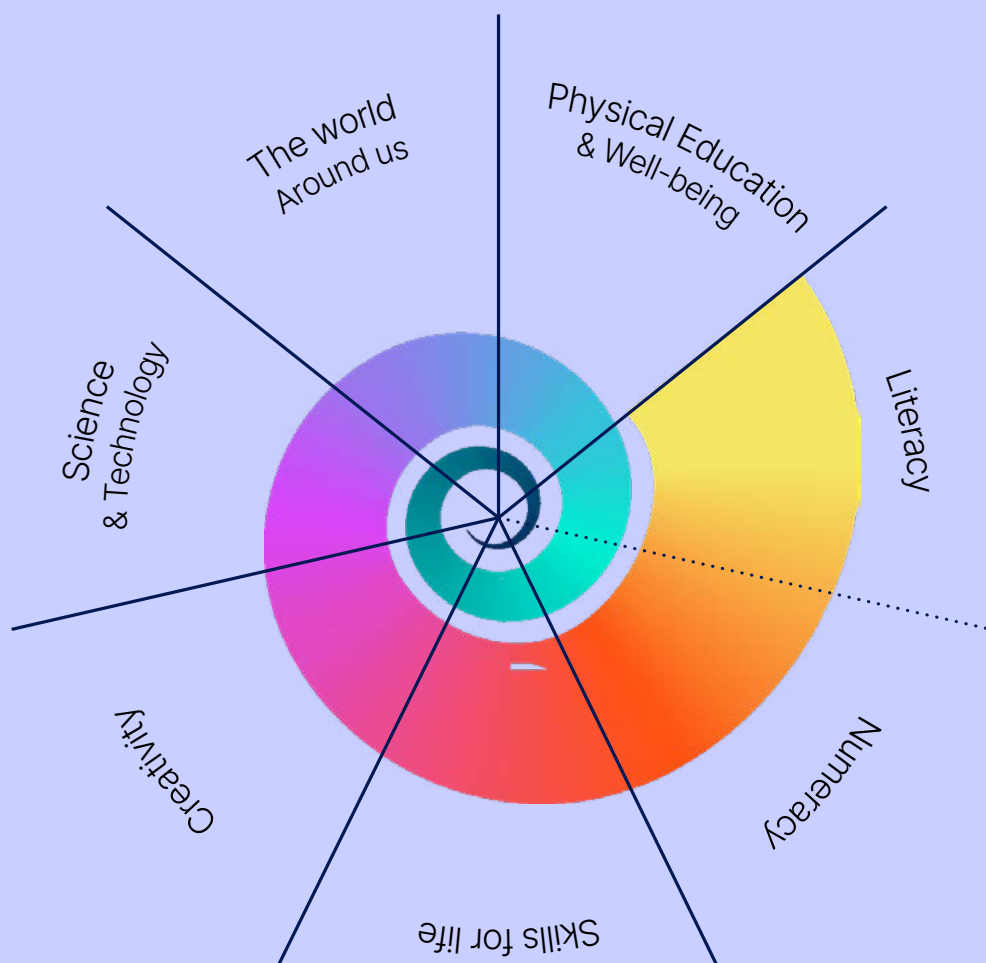
The timetable is personalised to meet the pupils' individual needs and interests as well as providing a broad curriculum.

Cool Points are awarded for progress towards and achieving identified learning, social and emotional targets each day. Cool Points are recorded in a way that suits the needs of the young

person. They may be held in their work file, on a chart in their workspace or any other manner that encourages them to achieve. Points can be accumulated and cashed in for agreed rewards.

We also offer careers advice for pupils and help with finding the 'next steps' on their journey. Our 'in-house' careers lead offers careers advice and guidance, which informs planning of both timetables and curriculum.

At Park House School, we cover an array of subjects that offer our pupils a broad and balanced curriculum that include, English, Mathematics, Science, History, Geography, Art, Design and Technology, Physical Education (PE), Modern Foreign Languages (MFL), Music, Horticulture, Environmental Studies, Information and Communication Technology (ICT), Religious Education, Personal, Social, vocational skills, Health and Economic (PSHE) and Spiritual, Moral, Social and Cultural development (SMSC). PE forms an important part of the curriculum and takes place regularly. Activities may include, swimming, trampolining, boxing skills and sessions with a personal trainer, helping our pupils develop physical fitness and wellbeing.



Example timetable for core education days

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Intro/Check-in	Intro/Check-in	Intro/Check-in	Intro/Check-in	Intro/Check-in
2	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)					
3	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	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)					
5	PSHE	PSHE	Science	PE	Independent reading
6	Food technology	ICT project	History project	PE	Reward (if earned)
7	Celebration: praise and positive feedback of the day, caught being good	Celebration: praise and positive feedback of the day, caught being good	Celebration: praise and positive feedback of the day, caught being good	Celebration: praise and positive feedback of the day, caught being good	Certificates

A personalised timetable for bespoke package

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30AM START					
1	AEC - Vocational Education	Core Education Functional skills: Maths	Equus	Core Education Functional skills: Maths and English, PSHE	Core Education Functional skills: Maths
2			Core Education Enrichment		
2:30PM FINISH					

1 ACE

Imagine a school without walls. Imagine a future where there is a place for your true abilities and talents to shine through. This is 1 ACE.

For children who have had limited success in formal education, or who have struggled in specialist settings, Five Rivers Child Care's outreach services and the 1 ACE programme at Park House School 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.

What is the next step? Will it be college, an apprenticeship or the world of work? With 1 ACE, 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.



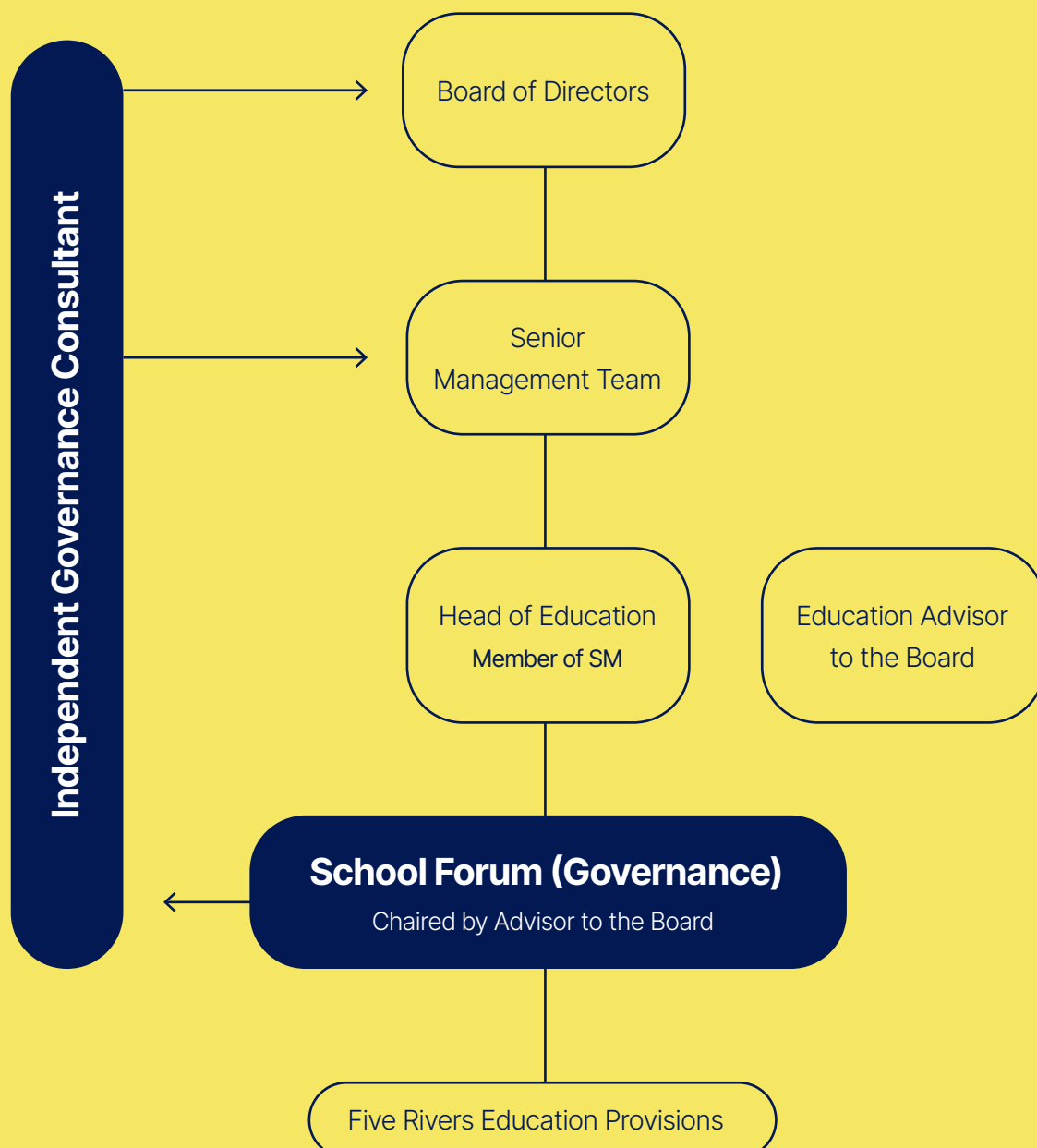
The school forum

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



Policies

Admissions

At Park House School we offer placements to young people aged from 8 to 19. Where required, English as an Additional Language (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
- 1 ACE community programme
- Transition (entry to college, mainstream, etc.)
- Mentoring/nurture
- 1:1 tuition
- Employability supported programme
- Apprenticeships (as an aspiration).

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 education on time
- Trying your best to improve
- Respecting property - no vandalism, no littering.

The full policies are available upon request.

Exclusions

At Park House School we aim not to exclude any young person. By listening to the young person and recognising behaviour as communication, we use a therapeutically informed approach to behaviour. We will instigate interventions such as: adjusting the curriculum to support their needs, timetabling changes, delivery interventions, thrive based activities and a flexible approach to each individual programme. We allow young people the time and space they need to reflect and communicate their needs, thus implementing support strategies for them to manage behaviours.

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 each pupil's work, and feedback so that they are aware of ways to improve
- Governance reports to our SMT/board
- Termly reports for social workers
- LAC reviews/PEPs/EHCP meetings are part of the overall Park House School process
- Weekly summaries of each pupil's progress in several areas.

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 have a consistent complaints policy and procedure which is available upon 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.



Park House School
Taunton, Somerset
Further details are available on request

Headteacher: Sally Pitkin | sally.pitkin@five-rivers.org

Proprietorial Body: Five Rivers Child Care

Chair: Rachel Lambert

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

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.



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Head Office: Five Rivers Child Care Limited
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