

The Fountain Head House School

Uniqueness of the campus

The Saltash campus is a multi building site that offers a variety of different environments enabling the school to individualise and personalise the needs of each learner. The multitude of different size rooms/classrooms also enable us to particularly focus on therapeutic environments e.g. light, tactile and audible sensory as a means of promoting calmness and safety.

Our vision

To be the highest performing provider for children with Education and Health Care Plans nationally.

We are an Autism friendly school and keep up to date with current thinking and development in autism. Our teachers and support staff work closely with our therapists to assess and design programmes to enable our students to achieve and develop to their best ability.

Our specialist programs and dedication to child development will set us apart.

Provision/future provision

- **Primary – 16 co ed SEND school** – based on a blend of traditional and contemporary strategic strategies that have been personalised to each individual learner. Each learners' social and educational history is taken into account, along with their own personal/family values. Individual confidence building and academic and social progress is at the heart of every learner's plan and is reviewed on a daily basis.
- **FE/post 16 SEND offer** – research into our community needs is in progress. Based on regional industry needs and realistic progression routes. We take the transition from compulsory education into the world of industry and work very seriously and setting an inspirational vocational pathway that is based on social inclusion as well as the soft skills required to sustain employment in all sectors including the third sector.
- **Vocational internships** – as part of our research into further education and training we will develop a Job Coaching pathway that will support our SEND learners to approach and develop experience within a variety of industries. This soft approach into work experience and then internships is vital in developing learner's confidence as well as 'educating' employers in the learners' limitations and, of course, their strengths. Research so far suggests that this is an approach that benefits all stakeholders; employers, as they gain confidence in 'giving back' into the community the benefit of their knowledge and skills, learners, as they gain valuable experience of following instruction from a variety

of independent people, as well as building their skill knowledge and application in a Real Working Environment (RWE). Progression, in some cases, could lead to an apprenticeship.

- **Children's and Adolescents Mental Health Service; CAHMS** – to support our learners at specific times of need. This support also helps our learners to develop the use of strategies to cope with any anxieties or feelings that they may have that can hold them back from thriving and flourishing.

The start of term

The start of term has been an exciting, busy and of course, very exhausting! But it has been great seeing a new team of dedicated and professional staff developing some great relationships with some of our most vulnerable learners. On the same note, it has been emotional watching the incredible progression that has already been seen with all our learners (examples will be discussed).

Safeguarding of our learners

A vast number of changes have already been made to the building to ensure that our most vulnerable learners not only feel safe but are safe. We have a high ratio of staff to learners as this is vital in making sure each learner is supported at every step of their school day. Unfortunately, we have been forced to erect temporary fencing whilst we wait in line, with many others! for delivery of permanent fencing. We have chosen fencing that will be as discrete as possible yet is effective in the unlikely event that a learner wonders off campus as well as stopping anyone wandering onto the site.

Integration into the community

As well as our linking with employers, hopefully in the near future we would like to develop working relationships with community groups. This integration into the community will be beneficial to our learners and the breath of experience they can access.

Positive and sustainable outcomes for those with special needs

Our philosophy is that there is no ceiling to progression. But with that in mind, it is important that each learner has achievable targets based on their individual needs and what will be a positive step in their development and future achievement.