

OA: STATEMENT OF PURPOSE

Reviewed: SMT, September 2020

Ratified by Board: TBC – Sept 2020

Full Review date: Sept 2021 or before if required

EDI Assessment: SSET does not currently identify any EDI impact of this policy; should new information come to light, this will be considered at the next review.

Covid-19 Statement:

The current provision at the Sheiling will continue to be adapted in response to the evolving Covid-19 situation and we will continue to keep abreast of guidance issued by the UK Government and other regulatory bodies. Certain activities and education programmes will either be adapted, reduced or curtailed on a temporary basis during this period but we will dynamically risk assess the Sheiling's provision regularly to ensure we endeavour to offer our young people varied opportunities whilst keeping everyone as safe as possible.

Mission Statement of The Sheiling Ringwood

“To create an educational, therapeutic community and environment, which upholds each person’s human integrity and spiritual wholeness and where every child and young adult, both because of and despite their individual challenges, has something to give and something to learn through all of their relationships with others”

1. INTRODUCTION AND CONTACT DETAILS

The Sheiling Ringwood is the name for Sheiling School and Sheiling College forming the Sheiling Special Education Trust which is a registered charity (No. 1149264) and a non-profit making limited company (No.8116370).

The main address is: The Sheiling Ringwood, Horton Road, Ashley, Ringwood, Hants, BH24 2EB
The SSET Board of Trustees is the registered provider and the Trustees maintain responsibility for the quality of care and education within the framework of The Sheiling Ringwood’s ethos. It advises and supports The Sheiling Ringwood in maintaining an effective management structure; maintenance and future development of assets and resources; advice and approval of The Sheiling Ringwood policies; all issues regarding financial management and authorises named managers to enter into legally binding contracts.

The Board of Trustees also risk assesses and maintains an awareness of The Sheiling Ringwood’s legal responsibilities and liabilities and concerns itself with The Sheiling Ringwood’s relationship with parents, placing authorities and regulatory bodies. It delegates the above responsibilities to the Senior Management team of The Sheiling Ringwood.

Key Care staff

- Corine van Barneveld: Institute of Leadership & Management (ILM) Level 7 Diploma in Strategic Management and Leadership
Principal, Responsible Individual for School and Nominated Individual for College provision
cvb@thesheilingringwood.co.uk
- Susan Harvey: Qualified Social Worker, Diploma in Social Studies, Executive Diploma in Management Level 7
Head of Residential Services
susan.harvey@thesheilingringwood.co.uk
- Heidi Holm Rasmussen: MA Ed. Recreation, BA Pedagogy, Level 5 Diploma in Leadership for Health, Social Care & YP/Adults
Deputy Head of Residential Services & Registered Manager for School
heidi.rasmussen@thesheilingringwood.co.uk

- Eszter Varadi: NVQ3 Health & Social Care (Children and Young People), NVQ Level 3 Certificate in Management (NB: Level 5 qualification is pending)
Registered Manager for College
eszter.varadi@thesheilingringwood.co.uk

2. EDUCATION

Sheiling School (DfE 838/6004) has been providing education since 1951 as an Independent Residential Special School (it became a Children's Home in 2010) providing education for up to 36 children and young people with special educational needs and disabilities, between the ages of 6-19. The Lower School provides education for children up to 16 years old, while the Upper School provides a more age appropriate educational environment for those from 16 – 19 years of age. The curriculum, based on the Steiner Waldorf curriculum, is a broad and balanced developmental curriculum which is grounded in the stages and milestones of child development. The Steiner curriculum aims to support the individual student's rounded development – physical, intellectual, moral and spiritual. It includes all the subjects found in the national curriculum including English, Maths, Science, RHSE, ICT, Art and PE. The main difference from the national curriculum is when and how certain subjects are taught.

Sheiling College (UPIN 124210) was opened in September 2012 and provides further education for learners with SEND aged 19-25 years of age.

The Sheiling Ringwood is a member of the Association of Camphill Communities which is an international movement of over ninety centres providing Curative Education and Social Therapy for children and adults with special needs and disabilities.

The Sheiling Ringwood is run according to the principles of Rudolf Steiner. Education is based on the Waldorf (Rudolf Steiner) School Curriculum, which is a broad-based developmental curriculum and is adapted by the teachers according to individual and group educational needs.

For residential boarders, The Sheiling Ringwood offers a waking day curriculum, where learning continues within the house settings in structured and supportive groups of care staff and students within which social and emotional skills, self-care, life skills, communication and language skills are fostered.

Therapies such as speech and language, music, massage, art, occupational therapy (sensory integration), physiotherapy, colour light and eurythmy form part of every life and are integrated within the educational day.

There are purpose-built classroom buildings, a swimming pool, gym and, in the centre of the estate, a 143-capacity hall with a stage.

The educational programme operates craft workshops, also situated around the estate, including food processing, kitchen garden and green woodwork workshops. There is a purpose-built therapy building with facilities for therapeutic activities as described above. Due to Covid-19, the current use of buildings is restricted within particular zones and bubbles.

The School and College Programme maintains regular life skills and leisure trips within the local area as well as attendance at the theatre and concerts in Bournemouth and Salisbury. Where appropriate, the students have opportunities for work experience placements in the local community and link/supported attendance for specific courses in local colleges.

3. QUALITY AND PURPOSE OF CARE

Range of needs

Sheiling School is registered with Ofsted as a Children's Home (SC472485) and is open to children and young people who have special educational needs, including severe and complex learning disabilities and difficulties, complex needs, ASD, challenging behaviour and communication difficulties.

The maximum number of residential students for Sheiling School is 31 with additional capacity for day students. We operate a 38-week year and offer up to 52-week provision in two of our houses. All students at Sheiling School have an Education and Health Care Plan (EHCP) or a Statement of Special Educational Needs.

Sheiling College is registered with CQC (1-492238848) for "Accommodation for persons who require nursing or personal care" and is open to young adults from 19 to 25 years with a similar range of needs as detailed for the school. The College residential capacity is 21 students with additional capacity for day students and it operates a 38-week year and offers some additional respite in its houses.

Ethos and core values

The Sheiling Ringwood is a Camphill Community. It is committed to maintaining a therapeutic community environment that is based on the social and educational principles of Rudolf Steiner. Essential to these principles is the recognition that behind every disability each person's human integrity and spiritual wholeness is inviolable. This means that every student, both because of and despite their disabilities, has something to give and something to learn in all of their relationships, with other children/young people, with staff, teachers, carers, friends and family. The Sheiling Ringwood strives to maximise the diverse social and educational opportunities of community living, within a safe and secure environment, as a stepping-stone for each student's fulfilment of their potential. We believe that mutual recognition and acceptance, within a distinct community setting, enables both the individual independence and social connectedness that form the basis of growth and change. We believe that recognising each child's/young adult's human and spiritual integrity means to educate and care for the whole person, intellectually, morally and physically. Sheiling School and College seek to broaden each student's horizons along with their confidence and ability to access the wider community beyond the school and college boundaries in keeping with what is appropriate for their age and ability.

It is the objective of The Sheiling Ringwood that each individual attains:

- progress in overcoming the effects of their own physical, emotional or educational difficulties.
- the ability to recognise and use their own gifts, talents and potential.
- an enhanced level of self-awareness and positive self-esteem.
- as high a level of self-help skills and independence as their special needs and potential allows.
- the ability to communicate needs and be able to participate in social communication.
- an interest and involvement with particular tasks, hobbies or leisure pursuits that are appropriate, enjoyable and meaningful.
- the social awareness to know when and how to help others.

The Sheiling Ringwood seeks to establish, maintain and promote:

- A living, working and learning environment that is non-institutional, i.e. is comfortable, beautiful, natural as befitting a 'home away from home' with extensive SEND facilities.
- A connection to nature, the seasons and festivals of the year.
- A healthy diet and appreciation of good food based on natural and organic foods.

- Teaching positive personal and moral values based on non-denominational and inclusive Christian values - in order to help our students appreciate how cultural and religious diversity enriches life in Modern Britain.
- A community where each person is valued for who they are and what they have to give, and where each individual's needs are met by care, therapy and education of a high standard.
- A learning environment that inspires interest and involvement in the world at large, and also provides a safe and secure place to explore those interests.
- An experience of diversity and equality through relationships that are not based on ethnicity, gender, religion or belief, sexual orientation, disability or age.
- A quality of life that represents an enhancement of life's opportunities and experiences for all.
- A continuity and consistency of care and education based on a core of staff who are committed to the principles and ideals of The Sheiling Ringwood, some of whom are residential.
- Relationships with all of our key stakeholders that are open, inclusive and conducted with dignity and respect.
- The further development and training opportunities that reflect the valuing of each staff members' contribution and potential.
- To welcome organisational change and development as befits a learning community that seeks to meet the changing needs of individuals with learning disabilities and difficulties.

Location, Facilities and Services:

The Sheiling Ringwood is situated in a beautiful, open 40-acre estate owned by the Sheiling Special Education Trust. The estate is within a few miles of a large country park, the market town of Ringwood, the beaches of Bournemouth and the New Forest. Weekend offsite visits to these and other local attractions are a regular feature of home life at the Sheiling.

The residential provision is split into a number of school and college houses. Two Registered Managers oversee all houses. The school's residential provision, for children aged between 6-19 years, consists of Martin, Feirefis and Sheiling House which each accommodate between 5-9 students. The college's residential provision, for students aged between 19-25 years, consists of Westmount and Watchmoor which together can accommodate up to 21 students. Each house functions as an autonomous group under the supervision of a dedicated House Managers group. Each student is accommodated according to their need, with a mix of gender, ages and disabilities, carefully taking into account all issues regarding safeguarding. House Managers of the different houses work together regularly to assure outcomes for all students. All students have a single room.

Complaints

We feel it is important to maintain open and clear lines of communication with parents/carers and other stakeholders. We encourage parents/carers to let us know if they have any questions, worries or concerns. Where parents/carers feel that they have not been listened to, or where they feel informal approaches have not worked, it is possible to make a formal complaint.

Details of how to do this are contained in our complaints procedure, available on our website. Details are also included in the Parents/Carers Handbook which is updated annually.

Our website publishes the number of complaints processed during the most recent academic year using the complaints procedure.

Safeguarding and missing student procedures

The Sheiling Ringwood recognises the paramount importance of safeguarding students and young adults and has policies and procedures in place regarding Child Protection and Adult Safeguarding, Safer Recruitment and Selection, Behaviour Support and missing students. These policies can be accessed via the Sheiling website, or upon request.

Safeguarding is central to everything we do as an organisation. Our safeguarding culture stems from clear and effective governance and leadership and is achieved through extensive induction, on-going training and supervision and monitoring arrangements relevant to our work with students and young adults. All Trustees and staff are trained in safeguarding and abuse prevention, recognition and reporting. This is backed up by a close relationship with the local safeguarding teams for children and adults. A culture of openness and transparency ensures we are well-equipped to protect the vulnerable people in our care.

When an incident has occurred which has resulted in harm or put an individual at risk, The Sheiling Ringwood will inform all representatives from the involved individuals' local authorities and parents in timely manner, and provides a written account of the incident and an explanation about actions taken (compliance with Duty of Candour when students are aged 18 and over). The individuals affected will be offered support after the incident and appropriate strategies to help manage their behaviour.

The Sheiling Ringwood has rigorous policies to safeguard the Health and Safety of its students. This includes fire precaution, evacuation, training as well as risk assessment of all areas of life. We work in line with the latest government guidance regarding safeguarding. The Sheiling Ringwood adheres to the 'Prevent' guidance according to which schools and colleges now have "due regard to the need to prevent people from being drawn into terrorism" (Section 26 of the Counter-Terrorism and Security Act 2015). Through the PSHE lessons and general life in the houses, we build students' resilience to radicalisation by promoting British values. Students learn about showing respect for each other, respect for their own and others' cultures, taking responsibility for their life and developing self-awareness and self-esteem - in a way that is meaningful to each individual's abilities. Students also learn about democracy, rule of law and anti-discrimination in a way that each can relate to and apply in practical aspects of their life. Staff are able to identify students who may be vulnerable to radicalisation, and closely observe changes in behaviour.

The Sheiling Ringwood has in place effective procedures if students go missing. Unauthorised absence is recorded and reported to relevant authorities.

4. VIEWS, WISHES AND FEELINGS

Consultation with students and young adults

The Sheiling values the views and choices of our students and young adults and incorporates these into planning the provision. Examples include regular student councils and student meetings in the houses and incorporating voice and choice in all areas of Sheiling life.

Equality, diversity and inclusion

The Sheiling Ringwood is committed to minimising the disadvantage for those young people for whom mainstream education is not an option.

The Sheiling Ringwood is committed to all aspects of equality and diversity. We strive to ensure the elimination of discrimination and view difference as a reason for celebration. The Sheiling Ringwood judges itself to be a fair institution, where everyone accepts the differences between individuals and where we value the benefits that diversity brings and how it enriches us.

The promotion of equality and diversity concerns us all. The Sheiling Ringwood is committed to excellence in teaching, learning and care by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity.

The Sheiling Ringwood's mission statement clearly demonstrates commitment to equality at the highest level and upholding students' and young adults' rights.

5. ENJOYMENT AND ACHIEVEMENT

The Sheiling Ringwood recognises the importance of enriching the students' lives by offering varied opportunities to engage in sports, recreational and cultural activities.

We promote a nurturing culture within which each student receives the support, guidance and care relevant to their needs. We offer clear rhythms and routines to promote a healthy lifestyle which includes good eating and sleeping habits and an active physical and social life. Positive approaches to behaviour and to individual sensory and therapeutic needs mean we can support students to develop functional skills and independence within a supportive community setting which can then be transferred to the wider community.

The seasons, Christian festivals and other festivals are given special attention, marked by preparations in the houses and in the classrooms. We aim to make these joyful participatory events for all, with the main festivals and celebrations of the year including Michaelmas, Halloween, Martinmas, Diwali, Hanukkah, Advent, St Nicholas, Candlemas, Shrove Tuesday and Easter. A Festivals Guide is currently being finalised and will be made available on our website during the autumn term 2020.

The Sheiling Ringwood respects students' and parents' choice of religious life and strives to make appropriate arrangements to fulfil choices and needs. Christian non-denominational services take place on alternate Sundays and Fridays. We cater for individual religious beliefs in liaison with parents. These can include participation in services and sensitivity around dietary needs.

The Sheiling Ringwood's natural and built environment is a rich resource to aid our students' learning, leisure and wellbeing. Set in large natural grounds with play areas, woodland and plenty of open spaces, the environment plays a key role in the students' development.

The strong community nature of the school and college enables numerous social and cultural activities to occur which add real value to the core elements of the curriculum. Regular celebrations, festivals, events and community gatherings are a feature of Camphill Communities worldwide.

We host concerts, plays and other performances throughout the year and consider these central building blocks for our social and cultural community experience.

6. HEALTH

The Sheiling Ringwood recognises the importance of supporting and monitoring the health of students and this is supported by policies of medicines and health care.

We work closely with our local GPs and hospitals to ensure our students' health and wellbeing is central to everything we do. We have an onsite medical hub which provides a base for our Head of Health & Therapies who is a Registered nurse and a Healthcare Administrator who monitor all health issues and provide support and training to the Sheiling staff. Residential students are required to register with our local GPs. Dysphagia support and guidelines are issued via referrals to local NHS SALT services.

Our food and medical provision is guided by the Steiner approach of anthroposophical medicines, and its holistic view of the person. Therefore, the use of non-prescribed supplements will be restricted as the nutritional, often organic, foods, combined with a rich curriculum and complementary therapies, offer a balanced support to each student.

Our therapists receive professional (clinical) supervision. Therapists are tracking the development and outcomes of each student via the use of assessment tools aimed at their specific therapy and record this in a report which is submitted to the Annual Review.

Speech and Language Therapy

Our Speech and Language Therapy Team carry out a thorough assessment of every student. Ongoing support is provided directly through individual or group sessions or indirectly through other members of staff who support the student during their daily routine.

Social skills training is seen as key to developing functional communication and the use of Social Stories enable students to understand the process. Staff are trained by our Speech and Language Therapists in Signalong which supports speech with signs. It uses an individually tailored vocabulary of key words to support each learner's vocabulary development. The Picture Exchange Communication System (PECS) is also widely used as part of our total communication approach alongside other augmentative electronic aids and communication books.

We aim to develop communication skills by tailoring the communication style to the individual and by supporting speech with objects, pictures, signs or appropriate body language within a known context. Opportunities and motivation for interactive communication are maximised by providing a responsive environment which encourages listening, commenting, narrating and appropriate choosing within the security of a predictable routine. This individualised approach enables us to cater for students who have communication needs in addition to special educational needs and for whom English is not their principal language.

Occupational Therapy

Our Occupational Therapists can carry out an individualised evaluation of students identified as requiring occupational therapy as specified in their EHCP and develop a customised intervention to support and assist the student's ability to perform daily activities and reach his/her goals.

Occupational therapy interventions focus on sensory integration, adapting the environment, modifying the task, teaching the skill, and educating the learner in order to increase participation in and performance of daily activities.

Physiotherapy

We have a visiting Physiotherapist who assesses individual needs and can devise programmes of exercises and routines to support those students identified as requiring physiotherapy in line with their EHCP.

Eurythmy Therapy

Eurythmy is an art of movement whereby speech and music are translated into three-dimensional space. It is used therapeutically to instil a bodily sense for vowels and consonants, form and rhythm, to support and enhance the whole development of the child or young person.

Eurythmy is not only a therapy but a social art too and is taught in class groups as part of the Sheiling curriculum.

Colour Light Therapy

For students who have attention deficit disorders, this 'active immersion' in sound and colour can awaken overstimulated senses in a calm and harmonising way. Filtered daylight is used to create shadow movements on a screen which are synchronised with music. For students who cannot process the multi-sensory inputs of daily life, this immersion in simple sound and colour can engage the senses.

Art Therapy

Self-expression through the artistic activities of painting and drawing are useful tools for the development of coordinated movement, attention, body-image and confidence. The active engagement in creating forms and colour provide both diagnostic and therapeutic inputs which are supported by group lessons in class.

Music Therapy

We provide individually tailored sessions using a wide variety of musical instruments in order to allow students to develop the core learning skills associated with active listening and training in rhythm and harmony. Music, which is used as a therapeutic tool, helps students to practise concentrated self-control accompanied with the joy of participation, thus opening a wide spectrum of avenues for learning.

Therapeutic Massage

(according to Dr Simeon Pressel)

Everybody's health and wellbeing depends on rhythmical processes like breathing, circulation, digestion, sleeping and waking. Pressel massage looks at the imbalances of these rhythms in order to strengthen and balance these processes. The student is surrounded by the wonderful aroma of plant oils, the warmth of the room and the quiet of a peaceful atmosphere. Specific massage movements bring warmth and relaxation, deepen the breathing and balance and strengthen the metabolism and circulation.

Oil Dispersion Baths are an effective form of hydrotherapy through which the healing powers of specific plant oils are able to be absorbed into the bloodstream within a very short time by being finely dispersed into the bath water with the help of a special apparatus.

To strengthen lymph and blood circulation and to help the skin absorb the oils, a kind of brush-massage is done as part of the treatment, by brushing legs, arms and back.

In therapeutic work with our students, oil dispersion baths have been found to awaken a stronger sense of self, greater awareness in their environment and to bring about deep relaxation, helping with anxieties, and many physical imbalances and conditions.

7. POSITIVE RELATIONSHIPS

Contact with families, relatives and carers

The Sheiling Ringwood values and promotes regular and open contact with parents/carers and relatives of each student and young adult and between students and young adults and their families/carers. Any visit to the house needs to be planned as need to consider the needs of other students living in the house.

The School and College hold Parent Days, families/carers are encouraged to visit their child at school/college and most students have weekly phone or Skype calls. Many students use email to communicate with their parents, family and friends.

8. PROTECTION OF STUDENTS

Positive behaviour approaches

The Sheiling Ringwood promotes positive behaviour approaches towards behaviour that challenges and has policies in place for dealing with challenging behaviour, incidents and physical intervention. The Sheiling Ringwood uses Proact-scip® UK for the management of behaviour that challenges.

All staff members receive induction and on-going training in supporting students' behaviour. Specific training and coaching sessions may be offered to staff supporting students with more complex needs.

There is a dedicated and experienced behaviour support team that monitors and analyses behavioural incidents and works closely with the multi-disciplinary team to develop and implement alternative strategies.

Parents and carers are encouraged to be part of this positive behaviour process. The encouragement of self-management and tolerance of change and the development of independence skills are seen as crucial for our students. Staff have high expectations and seek to replace unwanted behaviours with appropriate ones through functional analysis and debriefing to determine why our students and young adults behave the way they do. A structured and consistent environment, supported with visual cues such as timetables, work schedules and reward charts, helps our students and young adults to overcome anxiety with improved social behaviour as a result.

Sanctions are not deemed as appropriate for our students although we do strive to teach through the explanation of consequences, where appropriate. We take appropriate action to teach alternative interactions and safeguard as necessary.

We believe that 'Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe.' Any behaviour where one individual 'takes steps' to hurt, to threaten, or to frighten another person, where the incidents are repeated often and occur over a period of time is considered to be bullying behaviour.

At The Sheiling Ringwood, we do not believe that our students have sufficient understanding of intent, due to their difficulties associated with their special educational needs, to 'take steps' and thereby exhibit 'bullying' behaviour towards another individual. There may be occasions that, as a result of behaviours that one individual presents, another may 'feel bullied' – but, as this is not as a result of intent, we do not consider the instigator to be a 'bully'.

Having due consideration to the above, we have a duty to:

- be alert to occasions where a student may be at the receiving end of behaviour that may make them 'feel bullied'
- continually assess if any student or young adult may have capability and be exhibiting bullying behaviour and, should this arise, staff are asked to follow the procedures which are in line with Proact-scip® UK.

The Sheiling Ringwood has comprehensive behaviour and bullying policies which are available on request.

Monitoring and surveillance

The Sheiling Ringwood uses some electronic equipment to safeguard the health and wellbeing of certain students eg. epilepsy monitors. Use of any surveillance/monitoring equipment is always agreed in advance with parents and authorities.

Students' privacy and dignity is upheld, and individuals may choose to spend time in their rooms to rest and self-occupy away from the group. This is carefully risk assessed on an individual basis. Some rooms may have locks and students may express a wish to lock their bedrooms. Where this is the case, the School and College support the students and young adults to build on their independence skills in an appropriate and safe way. A positive approach is followed through and we do not use seclusion to manage behaviour.

Due to students' individual needs, all houses have keypads on main entrances and certain areas in the houses and on site are locked to prevent the students from having access to unsafe locations. (ie. COSHH cupboards, boiler rooms, etc). Students can request to access a variety of areas and they are enabled to do so by staff following a dynamic risk assessment, which takes into consideration the student's ability to make a safe decision. Where students are over 16 years old, staff are aware of Mental Capacity Assessments and empower the students to make decisions for themselves as much as possible. For students over 18 years old, Deprivation of Liberty authorisations may be sought from local authorities where applicable.

9. CARE PLANNING

Each referral will be carefully and individually considered, and the selection of students for admission takes into account the needs of the existing students. Individuals who present a significant danger to our high proportion of vulnerable, and sometimes delicate, students will therefore not be considered suitable. These would include those with a history of severe self-injury and aggression.

Certain students with severe sensory and/or physical impairment may also not be accepted due to several factors:

- the rural nature of the estate
- the dispersed nature of the School and College buildings
- On-site houses which inevitably limit the kind of physical and organisational adjustments that can be made to accommodate students with certain disabilities

Details of the Admissions process for the School and College are detailed in their Admissions policies. At present, The Sheiling Ringwood does not accept emergency placements.

The Sheiling Ringwood adheres to all statutory arrangements for the review of students' and young adults' placements. We place an emphasis on planning for admissions of new students and young adults and transitions to ensure positive outcomes for all individuals.

10. LEADERSHIP AND MANAGEMENT

The Senior Management Team consists of the Principal and senior members of staff who have responsibility for Education, Further Education, Health, Care and Finances.

Their role is to express The Sheiling Ringwood's leadership function and to represent the Sheiling professionally to all regulatory bodies, stakeholders, the media and professional associations.

The Senior Management Team bears decision-making responsibilities for which it is accountable to the Board of Trustees. It is responsible for overseeing the implementation of policies approved by the Board of Trustees. It takes responsibility for meeting the regulatory requirements, school and college improvement planning and interfacing with external stakeholders and partners. The Senior Management Team is supported in the management of The Sheiling Ringwood through the Focus Group who work in a consensual and collegiate management style. The Focus Group comprises: Deputy Head of School, Deputy Head of College, Deputy Head of Residential Services, Registered Manager for College, HR & Training Manager, Facilities Manager, Network Manager and the Principal's Executive Assistant.

The Sheiling Ringwood recognises the need to train its staff to deliver the high outcomes for students and young adults. There is a comprehensive Induction training which meets the Children's Workforce D Standards for those staff working with children and Skills for Care 'Care Certificate' for those working with adults. There is also the QCF Level 3 Diploma for Residential Childcare as well as Leadership and Management. There are ongoing refresher training sessions and all staff receive regular supervisions and yearly appraisals/performance management reviews.

The Focus Group holds responsibility for coordinating the work of the task groups and ensuring the wellbeing of the students through monitoring the functions of The Sheiling Ringwood and upholding The Sheiling Ringwood community (please refer to our organisational structure).

Staff qualification list - (The Sheiling Ringwood employs approximately 210 staff members in total)

| Staff Member | Job Description | Qualifications |
|--------------------------------------|--|--|
| <u>Senior Management Team</u> | | |
| Corine van Barneveld | Principal | Institute of Leadership & Management (ILM) Level 7 |
| Andy Walters | Head of School | BSc Pharmacology, PGCE |
| Mike Gamble | Head of College | BSc Hons, Further & Adult Ed. Teaching Cert., Post Graduate Diploma Management Studies (DMS) Level 7 |
| Katy Kerr | Head of Finance & Premises | BSc (Hons) Psychology |
| Susan Harvey | Head of Residential Services | Qual. Social Worker, Dipl. in Social Studies, Exec Dipl. in Management Level 7 |
| Katie Francis | Head of Health & Therapies | Registered Nurse, NVQ Level 4 in Leadership & Management in Care |
| <u>Focus Group:</u> | | |
| Geoff Lively | Deputy Head of College | BA (Hons), PGCE |
| Andrew Orth | Deputy Head of School | BA Hons Communication Media, QTS, MEd Autism |
| Heidi Holm Rasmussen | Deputy Head of Residential Svcs Registered Manager-School | MA Ed. Recreation, BA Pedagogy, NVQ3 Level 5 Dip. Leadership for Health, Social Care&YP/Adults |
| Eszter Varadi | Registered Manager-College | NVQ3 Health & Social Care (Children and Young People), NVQ Level 3 Certificate in Management |
| Dan Rolles | Network Manager | MCP |
| Wendy Kirman | HR & Training Manager | Level 5 Diploma in Human Resource Management |
| Tony Hatcher | Facilities Manager | |
| Sharon MacLennan | Executive Asst to the Principal & Clerk to the Trustees | AAT, Accredited Clerk |
| <u>Teachers</u> | | |
| Andy Colojoara | Teacher | QTS |
| Tracey Dale | Teacher (p/t) | BA (Hons), PGCE |
| Louise Ditch | Teacher | BEd (Hons) |
| Ceri Edwards-Hawthorne | Teacher | BA Education |
| Magdalena Grzela | Teacher | QTS |
| Kessi Holguin | Teacher | Primary Ed Teacher Certificate (Peru) |
| Christine Jacobs | Teacher (p/t) | BA (Hons), PGCE |
| Dagmara Kaniewska | Teacher | PGCE |
| Marie Law | Teacher | Education & Training specialist SEND pathway L5 Diploma |
| Carmen Morley | Teacher | Diploma Philology (University of Bucharest) |
| Lauren Morris-Bourne | Teacher | BA Education |
| Victoria Saunders | Teacher | PGCE |
| Ivana Smikova | Teacher (p/t) | Teacher for Primary School (Slovakia) MSC |
| Jack Smith | Teacher | BSc Medical Sciences, PGCE |
| Samantha Williams | Teacher | BSc (Hons), PGCE, Masters Applied Psychology |

School & College

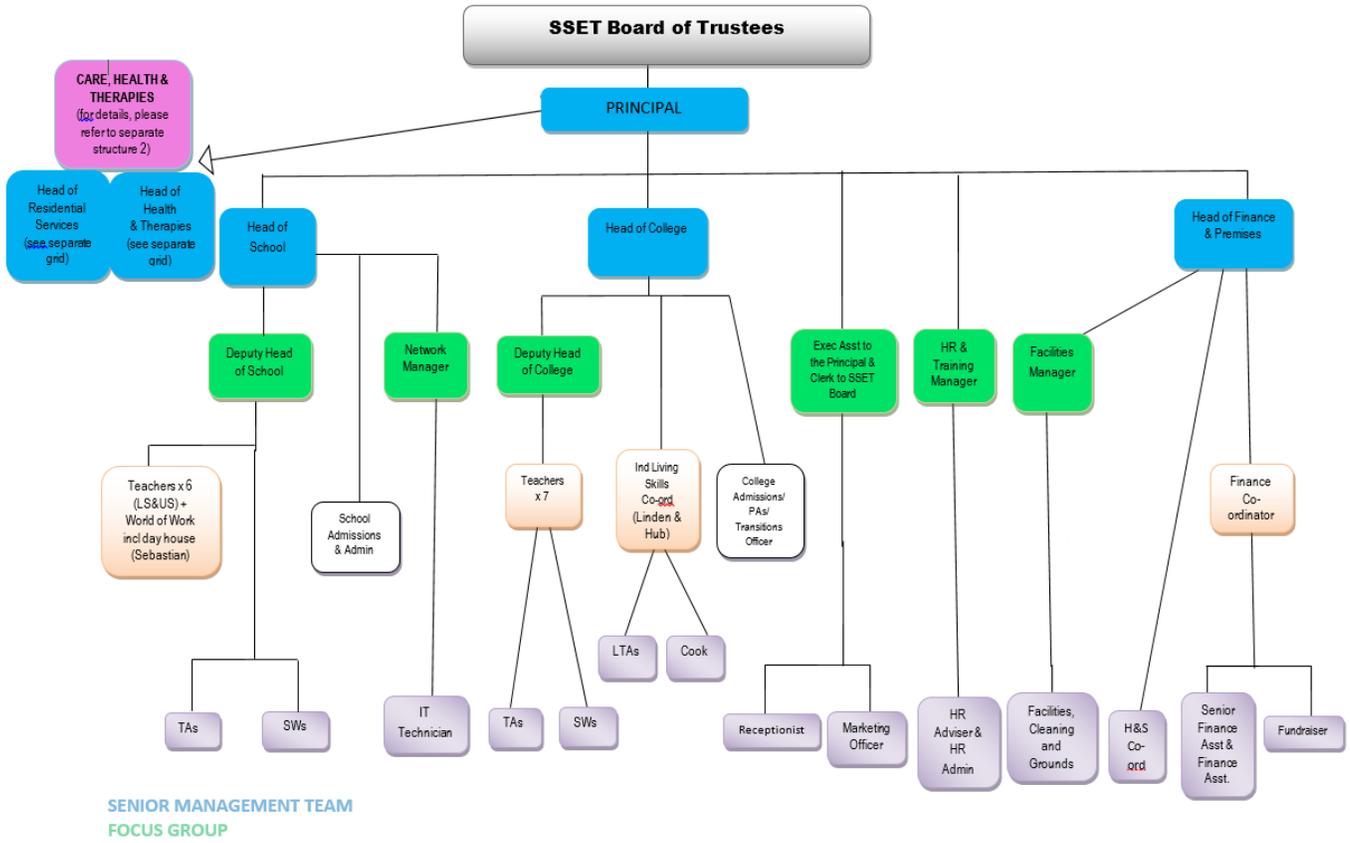
House Managers

| | | |
|---------------|------------------------------------|---------------------------------------|
| Rosa Balbin | House Manager | NVQ3 HSC (CYP) |
| Cecilia Hunt | House Manager | NVQ3 HSC (CYP) |
| Sam Meletiou | House Manager | NVQ3 HSC (CYP), Level 5 - in progress |
| Gemma Peachey | House Manager | NVQ4 HSC |
| Eszter Varadi | Registered Manager & House Manager | NVQ3 HSC (CYP), Level 5 – in progress |

Therapists

| | | |
|------------------|-----------------------------------|--|
| Margreet Heupers | Eurythmist (p/t) | Eurythmy Therapy diploma |
| Rachel Whitmarsh | Speech & Language Therapist (p/t) | Speech and Language, BSc Hons BLL |
| Rebecca Williams | Speech & Language Therapist | BSc |
| Grace Anstey | Speech & Language Therapist (p/t) | BSc, Registered SALT |
| Susannah Barnes | Occupational Therapist (p/t) | Diploma: College of Occupational Therapy |
| David Jamieson | Occupational Therapist | Bachelor of Health Science in OT |
| Jessie Swinburne | Occupational Therapist | BSc Occupational Therapy |
| Martin Lawes | Music Therapist (p/t) | Post Grad Diploma in Music Therapy |
| Isabelle Bac | Art Practitioner Therapist | Dipl. Transformative Arts in Counselling |
| Hanna Woods | Massage Therapist (p/t) | ITEC Massage, Physiology & Aromatherapy |
| Heather O'Brien | Behaviour Support Co-ordinator | BSc Criminology & Psychology, MSc Psychology |
| Jenny Woodford | Behaviour Support Co-ordinator | BSc Intellectual & Development Disabilities |

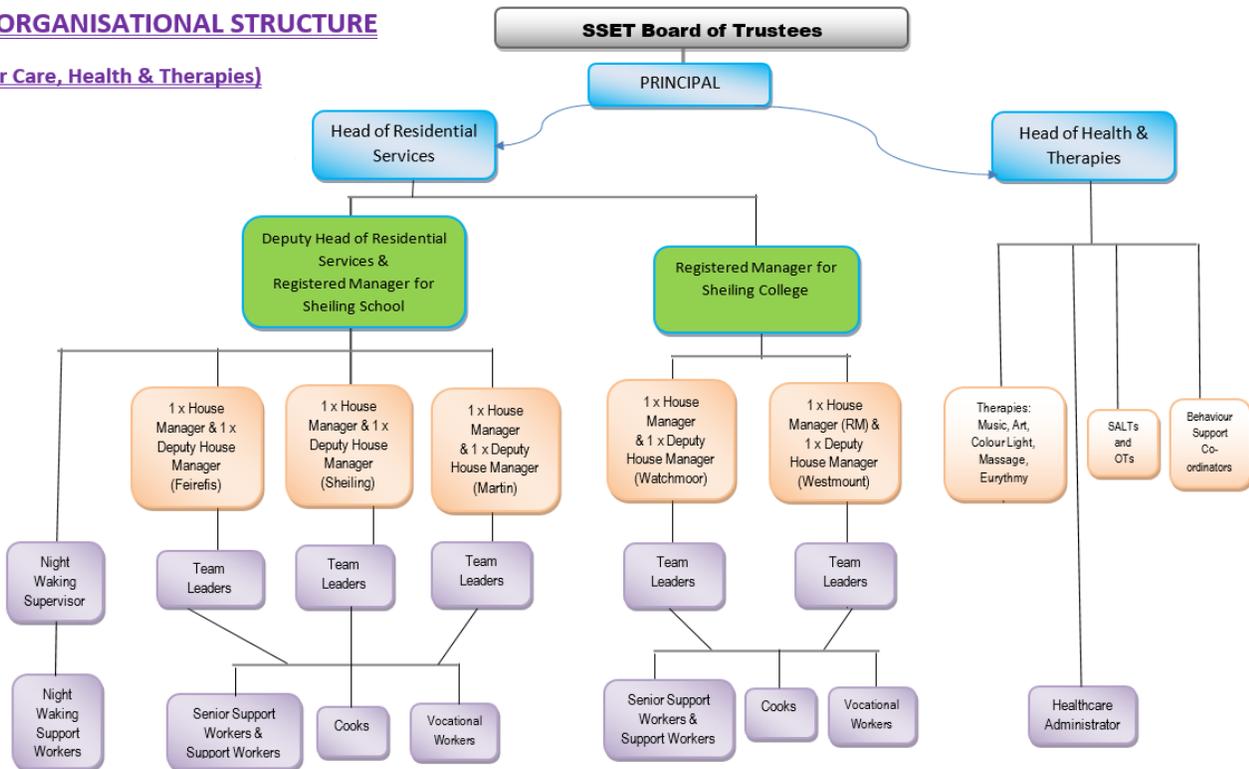
1. ORGANISATIONAL STRUCTURE (Education & Admin)



SENIOR MANAGEMENT TEAM
FOCUS GROUP

2. ORGANISATIONAL STRUCTURE

(for Care, Health & Therapies)



SENIOR MANAGEMENT TEAM
FOCUS GROUP