



The Sheiling
Ringwood

The Sheiling

Ringwood

Our school prospectus

A Camphill School, College and Children's Home providing a therapeutic environment inspired by Rudolf Steiner for children and young adults with severe, complex and moderate learning difficulties and disabilities





Welcome

to our school

The success of our school is based on the strength of positive relationships between our students and between students and staff.

In our experience, what matters to children and young people who attend the school and also what matters to their parents and families, is that they are happy, well and included in what is happening around them. We support our students to engage meaningfully with the life of their class and house group, with the whole school community and with the wider community beyond.

We achieve this through staff who are well-trained and supported and who provide the flexible and individualised support that each student deserves.

We are always happy to welcome visitors to look around. So, if you would like to arrange a visit, please get in touch by calling 01425 482406.

We hope you enjoy finding out about our school.





What's inside

What we offer	5
Admissions	8
School curriculum	10
Residential facilities	13
Positive approaches to behaviour	16
Therapeutic inputs, facilities & location	17
Social and cultural progress reviews	19
Safeguarding	22
Visit us	26

Our mission statement

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

What we offer

a comprehensive provision

We offer flexible 38-week and 52-week placements for students aged 6 to 19 years who have special educational needs, including severe and complex learning disabilities and difficulties, complex needs, ASD, challenging behaviour and communication difficulties. Students will generally have an Education, Health and Care Plan (EHCP).

Individualised placements

Placements can be individualised for year-round, termly or weekly boarding, day or extended-day placements.

Day placements

A healthy, wholesome lunch is provided as part of the school day and students are supported to learn mealtime routines and social skills.

Weekly boarders

Students attend from Monday morning to Friday afternoon.

Termly boarders

Attend full time from the Sunday before term starts to the Saturday after the end of term, including weekends, but excluding half-term breaks.

Up to 52-week boarders

Up to year-round residential including holidays.





“ Pupils benefit from the strong, highly supportive relationships that they share with staff. Staff are understanding, patient and personable. ”

OFSTED

What we offer

nurturing and positive

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 school'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 school's environment plays a key role in the children's and young people's development.

Organisation

The Sheiling Ringwood comprises Sheiling School and Sheiling College. Corine van Barneveld is Principal and the organisation is governed by a Board of Trustees.

Andy Walters is the Head of School and responsible for the educational provision at the school. The lower school is for children up to the age of 16. The upper school programme, which is also part of the school, caters for students aged 16 to 19 years. College is for students aged 19-25. Please see our website or the college prospectus for details. www.thesheilingringwood.co.uk.





Admissions

We carefully manage the admissions process to ensure successful transition for new students joining the school. The admissions process normally includes visits by parents and carers, a thorough assessment of the prospective student's learning, social and care needs and visits to the current placement and home. We arrange transition visits to our school which may include an overnight stay for potential boarders.

For more information, please contact Juliette Martin who is our Admissions and Reviews Coordinator on 01425 477488. The Admissions Policy is available on our website.



“ I am very impressed by the care given. I have always been welcomed by the staff there and found them warm, approachable and friendly...I find it to be a very nurtured and nourished environment for the children. ”

Parent



Our Curriculum

engaging and relevant

The curriculum provides engaging and relevant learning opportunities and experiences in relation to each child or young person.

The curriculum aims to provide a solid foundation for the younger children which enables them to feel settled in the different environments and social groups at school: in the class, the house and in other areas around the school.

From this settled base, the curriculum then offers a broadening of horizons through opportunities within school and in the local community, with the post-16 upper school programme curriculum increasingly focusing on the development of functional independence skills, life skills and vocational skills in preparation for adult life and the world of work.

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 Waldorf 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, PHSE, Computing, Art & Design and PE.

The main difference to the National Curriculum is when and how certain subjects are taught. Our school curriculum extends beyond formal lessons into the life the children and young people experience in the houses. This enables learning in school to be supported and reinforced outside of class, promoting the generalisation of developing skills.

Targeted therapeutic support also plays a vital role in the curriculum. The Teaching and Learning policy is available on our website.

Our Curriculum

reviews and assessment

Progress reviews

Students' progress is reviewed through the statutory Annual Review process. This is supported by regular contact and communication with each student's family and placing authority. The Annual Review takes place at school and is an opportunity to review the support and approaches in place for the student. Placement plans and support levels may be adjusted as and when a student's needs change.

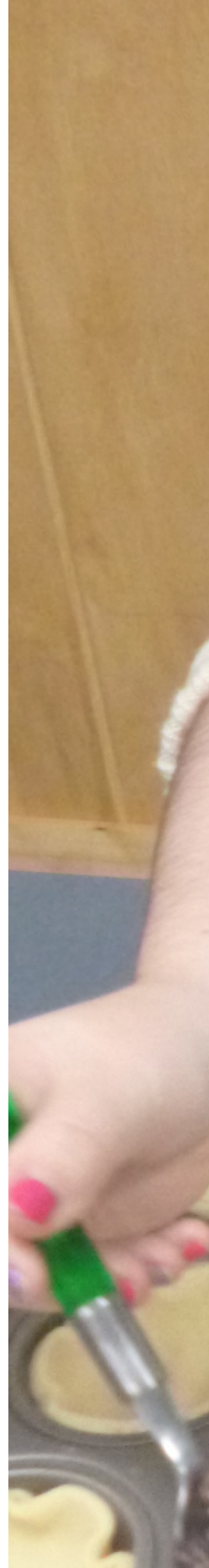
Assessment

The school completes detailed and regular assessments in the areas of English, Maths, Science, Humanities, PSHE&C, Computing, Art & Design and Design & Technology.

Although the majority of our students are working below the levels and content of the National Curriculum, our Assessment Framework within "Classroom Monitor" takes account of the full continuum of ability and assesses both academic achievement but also additional areas key to the development of our students such as social interaction, sensory integration and life skills.

Our assessments link clearly to areas of development within the Education, Health and Care Plan to support our students towards their longer-term goals. Progress is measured through a range of formative assessment methods and detailed feedback provided to parents, Local Authorities and other stakeholders.

We work closely with a range of schools to moderate student work and to ensure assessment judgements are robust.





Other specialist assessments, such as the Engagement Profile, are used to inform our practice and to plan specific support to best enable students to make progress. Connecting Steps and other software is used to maintain the central assessment record and to support the school in identifying trends in student progress.

Lower school KS4 students study and work to achieve accredited units from the ASDAN 'Transition Challenge Programme'. Upper school post-16 students study and work to gain the ASDAN Personal Progress Diploma at Entry 1 and ASDAN Qualifications in Personal Social Development (PSD) at Entry 2 and 3. Accreditation is also gained through completing EQUALS courses of study and AQA Single Unit Awards. Information related to accreditation and student progress is published annually and is available on our website.

Residential

home from home

Residential facilities

We are registered as a children's home which includes several large, family-style houses. Some of the houses are for younger children aged up to 16 and others are for 16 to 19 year olds in the upper school. The college has separate residential facilities. We offer around 24 residential places across the school houses.

Day students also participate in house life during lunchtime, helping with after lunch jobs and joining with leisure time. The houses act as extended family-style groups, with each house group sharing meals, including a freshly cooked midday meal. Everyone is expected to contribute what they can to the running of the house, for example setting tables, taking out the compost or washing up after meals.

We place an emphasis on establishing healthy rhythms and routines and on creating a friendly environment. We believe that ensuring the children and young people feel safe and comfortable in their environment, in their routines and in their relationships is a vital foundation for enabling learning and confidence to develop and flourish.

Each student has key people who will offer close support and guidance and with whom they can form strong relationships. We aim to provide a 'home-from-home' style setting where formal learning and guidance is important, but having fun, relaxing and sharing social time together is equally valued.

Enabling each child or young person to keep in touch with their family is a priority and regular contact is arranged. Parents and placing authorities are kept closely informed about the child's progress and wellbeing and we aim to facilitate a supportive network for each individual student.





“ The site emphasises the qualities of nature, which have a calming and comforting effect on pupils. ”

OFSTED





Positive approach

supporting students

We aim to support students who exhibit behaviours of concern through a range of positive approaches based on PROACT-SCIPr-UK® which is a training programme accredited by BILD.

All staff members receive induction and ongoing training in supporting students' behaviour. Specific training and coaching sessions may be offered to staff supporting students with more complex needs. The school has a dedicated and experienced behaviour support team which monitors and analyses behavioural incidents and works closely with the multi-disciplinary team to develop and implement alternative strategies. Parents are encouraged to be part of this 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 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 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 natural consequences where appropriate. We take appropriate action to teach alternative interactions and safeguard as necessary.

The school has comprehensive behaviour and bullying policies which are available on our website.

Therapeutic

onsite inputs

Speech and language therapy

All staff are trained by our Speech and Language Therapists in Signalong which, like Makaton, supports speech with signs based on British Sign Language. It uses an individually tailored vocabulary of key words to support each student'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.

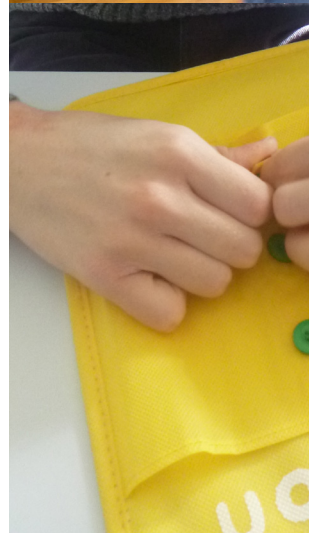
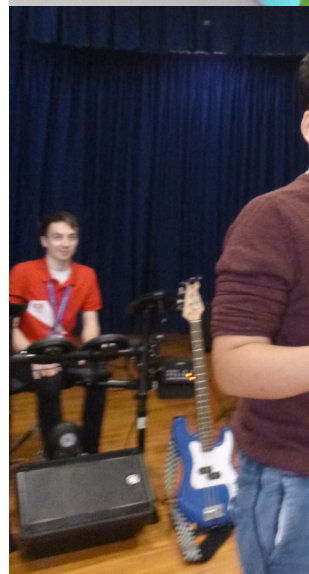
We aim to develop communication skills by tailoring the communication style to the individual and by supporting speech with objects of reference, pictures, signs or appropriate body language within a known context. Opportunities and motivation for interactive communication are maximised by providing a responsive environment which encourages listening, commenting, narrating and appropriate choosing within the security of a predictable routine.

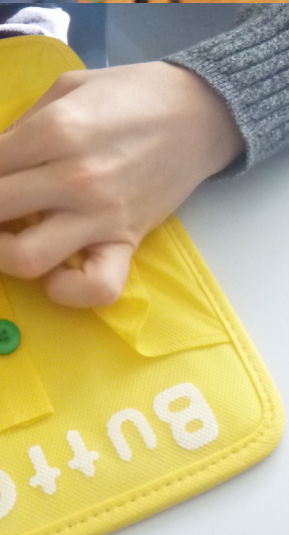
This individualised approach enables us to support students who have communication needs in addition to special educational needs and for whom English is not their principal language.

Occupational therapy

Our Occupational Therapist carries out an individualised evaluation of students identified as requiring occupational therapy 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 processing and integration, adapting the environment, modifying tasks, teaching the skill and educating the student in order to increase participation in, and performance of daily activities.

Support is provided directly through individual or group sessions or indirectly through other members of staff who support the student during their daily routine.





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.

Massage and Bowen Technique

These therapies can have a healing effect on the body and emotional wellbeing, helping with a variety of conditions such as circulatory, metabolic and sleep disorders, anxiety and tension, thus allowing the brain to function with less interference in order that learning can take place.

Curative Eurythmy

Eurythmy is an art of movement whereby speech and music are translated into three-dimensional space. It is employed therapeutically to instil a bodily sense for vowels and consonants, form and rhythm and to support and enhance the whole development of the young person. Eurythmy is not only a therapy but a social art too and is taught as part of the school 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 of the will in creating forms and colour provide both diagnostic and therapeutic inputs which are supported by group lessons in class.

Music therapy

Individually tailored sessions using musical instruments of all descriptions allow students to develop the core learning skills associated with active listening and training in rhythm and harmony. Music 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.

Horse riding therapy

Lower school classes regularly attend riding sessions at the Fortune Centre for Riding Therapy in the New Forest.

Where we are

beautiful and natural

Facilities, resources and location

Visitors are usually pleasantly surprised by the extensive and beautiful nature of our generous estate. With 40 acres of open areas and woodland, we utilise the grounds to the full in our curriculum and for our social and cultural activities.

The education buildings, including assembly and gym halls and a swimming pool, are grouped in the centre of the estate, with the residential houses spread around the periphery and green spaces in between.

We are sited next to The Lantern Community with their café, shop and bakery. Neighbouring us is Moors Valley Country Park which is great for cycling and walking. The town of Ringwood is a short walk away and close by we have the New Forest. Within easy reach are Bournemouth, Southbourne and Mudeford with their amazing beaches. We utilise all these local resources in our curriculum.

Social and cultural

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

The seasons, Christian festivals and other festivals are given special attention, marked by preparations in the house and in school. We aim to make these joyful participatory events for all, with the main festivals and celebrations of the year including Michaelmas, Martinmas, Diwali, Hanukkah, Advent, St Nicholas, Candlemas, Shrove Tuesday, Easter and St. John's. Christian non-denominational services take place fortnightly on a Sunday and fortnightly on a Friday.

We cater for individual religious beliefs in liaison with parents. These can include participation in services and sensitivity around dietary needs.





The strong community nature of the school enables numerous social and cultural activities take place 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.







Safeguarding

open and clear

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, ongoing training and supervision and monitoring arrangements relevant to our work with children and young adults.

All Trustees, staff and volunteers are trained in safeguarding and abuse prevention, recognition and reporting. This is further supported by a close relationship with our local safeguarding team.

A culture of openness and transparency ensures we are well equipped to protect the vulnerable people in our care.

Complaints and concerns

We feel it is important to maintain open and clear lines of communication with parents and other stakeholders. We encourage parents to let us know if they have any questions, worries or concerns. Where parents feel that they have not been listened to or where they feel informal approaches have not been successful, it is possible to make a formal complaint. Details of how to do this are contained in our Complaints Policy, available on our website. Details are also included in the Parents' Handbook.

Our website provides details of the number of complaints received during the most recent academic year via the Complaints Procedure.
www.thesheilingringwood.co.uk

more about us

get in touch

Fees

Our fees are inclusive, with the following exceptions. We may ask parents to contribute towards residential experience outings or school trips. Parents of residential students provide a termly pocket money allowance.

Medical support

We work closely with our local GP and hospitals to ensure our students' health and wellbeing is central to everything we do. We have an onsite medical centre and a school nurse and health-care administrator who monitor all health issues and provide support and training to the school staff. Residential students are required to register with our local GP.

The Sheiling Special Education Trust

Sheiling School was founded in 1951 by Dr Karl Konig as a new centre for the educational work of the Camphill movement, inspired by the work of Rudolf Steiner. Today there are in excess of 100 Camphill centres worldwide and The Sheiling Ringwood continues to uphold the core principles - no matter what anyone's outward disability may appear to be, the spirit - the essential core that makes us all human - always remains whole. This core principle underpins our ethos and values and inspires our commitment to ensuring The Sheiling Ringwood is a learning and caring community where individuals are valued.

The Sheiling Ringwood therefore has a long and successful history in the fields of special education and social care. The formation of the Sheiling Special Education Trust (SSET) in 2013 marks the continuation of that expertise and development. The SSET is the charity responsible for the governance of the school and college. The trustees of the SSET, under chair Jeremy Morris, are responsible for ensuring the quality of education and care and work closely with the school's Senior Management Team to ensure high standards are maintained.





Staffing and qualifications

For a summary of current staffing and qualifications please contact us.





more about us

visit our school

Further information

Please feel free to contact us if you require further information. In addition to this prospectus we also have a Student's Guide, detailing what school life is like for our students. Our website www.thesheilingringwood.co.uk has plenty of information, latest news, events, newsletters, etc. A wide range of policies, outlining our procedures, are available on request. Key areas covered include safeguarding, health and safety, complaints, behaviour support, bullying and exclusions.

Visiting us

The best way to find out about our School is to visit us. We will be happy to show you around and give you an opportunity to meet the children and staff. To arrange a visit please contact us on 01425 477488 or admissions@thesheilingringwood.co.uk

Coach: London to Ringwood, 2hrs National Express

Train: Bournemouth (10 miles) Salisbury (15 miles)

Air: Southampton (25 miles) Heathrow (90 miles)

We are 1 mile west of Ringwood - follow the A31 past Ringwood, keeping in the 2nd left lane (of 4 lanes) - this will lead you onto the Bournemouth slip road - ensure you are in the right-hand lane on the slip road. Turn right at the large roundabout (towards Horton and Three Legged Cross. Don't turn left to Bournemouth as you will have a long detour! The Sheiling Ringwood is first right on Horton Road, after 50m.

Or 3 miles east of Ferndown - take the Bournemouth exit off the A31, taking the first left at the large roundabout; The Sheiling Ringwood entrance is 50m on the right.

Or 10 miles north of Bournemouth - at the Ashley Heath roundabout at the head of the A338 take the 2nd exit towards Horton and Three Legged Cross. The Sheiling Ringwood entrance is 50m on the right.



The Sheiling
Ringwood

The Sheiling Ringwood

Horton Road, Ashley
Ringwood, Hampshire
BH24 2EB

Reception 01425 477488
Admissions 01425 482406
admissions@thesheilingringwood.co.uk

www.thesheilingringwood.co.uk



The Sheiling Special Education Trust
is a non profit making limited company registered
in the UK (No. 08116370) and a registered
charity (No. 1149264)

