



Sheiling School Local Offer

A learning and caring community
where individuals are valued

Who are Sheiling School?

Sheiling School is part of the Sheiling Special Education Trust which is a registered charity and non-profit making organisation.

Sheiling School is an independent Special School for children and young adults aged 5-19 with severe, complex and moderate learning disabilities, autistic spectrum conditions and communication difficulties.

The school provides an inclusive, uplifting education and care environment that meets the needs of the individual. These aims are at the heart of our provision and our picturesque natural environment and the community style of Sheiling School helps us to achieve these.

In the context of a safe and welcoming setting, learning experiences and opportunities are real-life based, all of which help Sheiling School to be an innovative and effective provider supporting young people to prepare for adult life.



Our ethos

A heart, head and hands approach to teaching and supporting children and young people with a special educational need, our school conducts modern best practice whilst respecting and developing every student's sense of self.

Set in a stunning sustainable and eco-friendly 45-acre site close to the New Forest and Dorset coastline, the natural surroundings of our school provide a rich, enabling and therapeutic learning environment for up to 45 students, aged 5-19, who have special educational needs. We specialise in autism and communication difficulties, severe and complex learning disabilities and behaviour that challenges.

The school offers day placements and 38-week residential placements. Residential placements can be weekly or termly boarding.

Students are encouraged and supported to become resourceful and caring individuals, to explore the world of feelings, behaviour and values. We focus on building confidence and skills in different environments and social groups, whilst also developing functional independence in preparation for adult life.

The school builds important relationships with students that acknowledge their value and dignity, believing that every child and young person can be empowered to find meaning and purpose in life, regardless of their ability.



What is available at our School?

Learning and Curriculum



- A broad and balanced 'I Can' curriculum, in line with an adapted and modified National Curriculum, that inspires, intrigues and builds a thirst for learning.
- A Waking Day curriculum enriched by its natural surroundings and setting, alongside a calendar of social and cultural activities.
- Individual Education Plans written, assessed and implemented termly. An extended "learning outside the classroom" curriculum.
- Regular offsite trips linked to the curriculum.
- A rigorous programme of academic, social and personal assessment that is reviewed, tracked and outcome-focussed.
- Regular multi-agency and 'Team Around the Person' (TAP) meetings.

Support



- Highly trained staff, small class sizes and intensive support. High staff ratios including 1:1 support.
- Use of the Picture Exchange Communication System (PECS), Signalong and interactive technology to support learning, communication and engagement.
- Onsite therapy, including speech & language therapy, occupational therapy and individualised programmes of therapy integrated into the day.
- Positive Behaviour Support (PBS) team including dedicated PBS Lead and Practitioner conducting reviews, analysis, reflective practice and staff/student support.

Teaching Approaches



- A head, heart and hands approach to teaching and supporting children and young people with a special educational need, utilising modern best practice whilst respecting and developing every student's sense of self.
- Consistent routines and systems of teaching.
- The use of practice, interventions and strategies including visual aids. Scheduling of support throughout the learning and house environments.
- A personalised curriculum, actively engaging students' interests.
- "Learning outside the classroom" is an integral part of the curriculum.
- Further supported by accessing the community, work experience, lifeskills and travel.

What is available at our School for Children and Young People?

Environment



- Access and learning through our extensive woodland, open areas and gardens.
- Estate work and craft workshops including woodwork, food preparation and gardening.
- Regular trips into the local community for the upper school with a focus on developing life skills and preparation for adulthood.
- When and where applicable, work experience placements in the local community or support for specific courses of study.
- The rich resources of the New Forest and Dorset coastline nearby.

Wellbeing



- Regular Team Around the Person (TAP) meetings to assess strategies and support levels.
- Students are given both a 'voice' and 'choice' in day-to-day house practicalities and through the Student Council and Eco Committee.
- Staff are highly trained in safeguarding, communication, behaviour, health and personal care.
- Clear and secure routines and rhythms helping students manage their anxiety.
- Students have an active role in the school community, celebrating group and individual achievements, building confidence and working towards functional independence.

Therapies



- Therapy and therapeutic approaches are an integral part of the offering, coordinated by the PBS Lead. Core Therapy Offer (OT, speech & language, positive behaviour support) as well as needs-led therapy interventions with our massage therapist, eurythmy therapist, art counsellor and our music psychotherapist.
- The 'therapy' input is embedded into the academic school day across contexts to ensure consistency of approach.

Who can access our service and how?

We support students and young people with a wide range of learning difficulties, autism and complex behaviours and have many years' experience working with students who have many and varied needs.

All of the students who attend the school have an Education, Health and Care Plan (EHCP).

Our admissions process is carefully managed and normally includes visits by parents and carers. Referrals often come from a local authority, parents, social services or a current education provider.

A thorough assessment of a prospective student's learning, social and care needs is made by senior members of staff who will visit a child/young person in their home and/or current setting as well as an assessment at the Sheiling (where possible).

We undertake a 3-month assessment from the start date of the young person's placement.

Each referral is carefully and individually considered and any placement offered to new students takes into account the needs of the existing students and the rural nature of our provision.

Details of our assessment process can be found under the admissions menu on our website thesheilingringwood.co.uk



How will Sheiling School identify a student's additional needs?

A student's Education Health and Care Plan (EHCP) is used to develop their Individual Education Plan (IEP). Regular contact with each student's family and placing authority means that the school can adapt placement plans and support levels as a student's needs change.

A student's progress is tracked continually through the Sheiling assessment framework and IEP review and then attainment and outcomes are reviewed annually. This is a formal process that is organised by the school and all parties who play a role in a student's care and education are invited to attend.

It is at this review that any additional needs or changes to the EHCP can be suggested.

If a parent or carer thinks that a student requires more support or has developed an additional need, then they are encouraged to contact the Head of School to discuss.



How will the staff at Sheiling School support a student?

On average, class sizes are 5-7 students and have a high staff ratio. This includes a qualified teacher, teaching assistants and, for many of our students, 1:1 support.

To ensure consistency of care and help manage anxiety levels, students will be working with a familiar team with whom they have built a rapport and relationship.

Every student is educated and cared for as an individual. This means we can support students to develop their independence and provide a pathway for transferring these into the wider community and adulthood.

The school has the unique benefit of a team of onsite therapists. This includes speech and language, occupational therapy and PBS Lead including some physiotherapy. Students will be able to access these therapies individually and in small groups.

Residential students are supported by house managers and support workers with whom they can build strong working relationships.

Students are provided with a 'home from home' setting, where having fun, relaxing and sharing social time is considered as valuable as formal learning and guidance.

A personalised Total Communication system, used throughout the school, maximises opportunities and motivation for interactive communication. All staff train in Signalong which, like Makaton, supports speech with signs and is based on British Sign Language for the deaf. The Picture Exchange Communication System (PECS) and iPads equipped with Proloquo2Go are also widely used as part of our Total Communication approach.

Social stories are created to enable students to understand the process of interacting and responding in an appropriate manner.

Elements of the TEACCH system are used throughout the school and a curriculum delivered across the waking day ensures a residential student's educational and therapy needs are constantly met.

The school adopts a positive approach to behaviour and staff are all trained in PROACT SCIPr UK® which uses proactive methods to avoid triggers that may lead a student to present behavioural challenges in order to get their needs met. It aims to enhance a student's quality of life and give people the skills to communicate their own needs.

How will Sheiling School prepare and support students to join the school and for the next steps in education and life?

A full assessment of a prospective student's needs is made by senior staff and a personalised programme of transition developed, with students making visits to the school to become familiar with the setting and staff, often including an overnight stay for residential students.

Every student is admitted on the understanding that the first 12 weeks of the placement is seen as a settling in period where further assessment is undertaken. A review will then be held at the end of the first term/assessment period. At this point, any changes to the assessed educational or non-educational needs of the student, and any implications for provision, can then be discussed. Similarly, a detailed and individual programme of transition would be developed with a further education provider or adult service to ensure a student is fully prepared for the next stage in their life.

The Sheiling Ringwood also offers a Post-19, day and residential provision for students at Sheiling College.

How is the decision made about what type and how much support a student will receive?

Before a student starts at Sheiling School, their EHCP will most usually identify levels of support. A baseline assessment of the level of support and provision they need is made and agreed by the school, parents and placing authority.

A 12-week assessment review allows for any adjustments to be made to this initial plan. The Annual Review of a student's progress means that changes to the level of support or provision can be made, when required.



How will Sheiling School match the curriculum to each student's needs?

Our 'I Can' curriculum is broad and balanced and includes all statutory subjects found within the National Curriculum including English, Maths, Science, PSHE, ICT, Art and P.E. The 'I Can' Curriculum and Curriculum Assessment Framework is based on the stages and milestones of child development.

Our 'I Can' curriculum considers individual needs and abilities and allows students to learn through the things that interest and intrigue them. Students are empowered to develop confidence, skills and independence but also their own sense of self, which is respected and prized, no matter their level of ability or disability. For our Post-16 students, the curriculum teaches functional, vocational and community-based skills and, where appropriate, work experience opportunities.

Our curriculum is enriched with therapeutic and sensory inputs and various social and cultural activities. The school community hosts concerts, plays and other performances throughout the year, along with celebrating various festivals and events. These provide additional opportunities for students to develop their confidence and social skills and provide a predictable rhythm and routine to their time at school.

How will Sheiling School let a parent/carer know how a student is doing & help parents/carers support their learning?

We undertake a rigorous system of monitoring and supporting students' academic progress and personal achievement. All students are measured and assessed against the Sheiling Assessment Framework. Our Post-16 students work towards ASDAN - Personal Progress and Personal and Social Development at Entry Level 1-3 - and we use a wide range of strategies to foster a culture of lifelong learning and functional skills.

Regular communication is of utmost importance to us and the school works hard to build relationships with parents and carers via methods such as a home-school book, emails and video/phone calls and also with letters, pictures, achievements and work examples.

Parents and local authorities are kept closely informed about a student's progress and wellbeing.

Each student will have an Annual Review meeting and Independent Education Plans (IEPs) are set, assessed and reviewed for each term. This information is then shared with all parties to inform progression and to be tracked and monitored.

What therapeutic services does Sheiling School provide?

Therapy and therapeutic approaches are an integral part of the offering, coordinated by the Positive Behaviour Support Lead. There is a core therapy offer (OT, speech & language, positive behaviour support) as well as needs-led therapy interventions with our massage therapist, eurythmy therapist, art counsellor and our music psychotherapist. The 'therapy' input is embedded into the academic school day across contexts to ensure consistency of approach.

Input will be assessed termly and may take the form of, but is not limited to: regular assessment, observations and advice within the classroom setting, attendance at multidisciplinary meetings, reviews, provision of annual EHCP reports, therapy plan implementation, staff training, resource making and overseeing groups. Inputs include:

- Speech and Language Therapy
- Occupational Therapy
- Positive Behaviour Support
- Access to offsite Horse Riding Therapy

These are further complemented by Art and Music inputs. You can read more about our therapies on our website thesheilingringwood.co.uk

What support will there be for the student's wellbeing?

Staff are trained in communication, positive behaviour support, health conditions, personal care and safeguarding, ensuring every student is safe, happy and successful at the school. Regular student meetings allow students to have a voice with regard to their day-to-day activities and the running of their house and class. We engage each student in sharing their 'student voice' regarding likes, interests and dislikes. These are shared in Annual Review meetings.

Clear routines and celebrating the rhythms of the seasons, alongside taking part in household tasks, help our students make a meaningful contribution to the school community. A secure routine and enriching activities means students also know what to expect and this helps manage their anxieties.

Our core therapy team (speech and language, occupational therapy, our onsite nurse and PBS Lead) meet regularly with the education and care teams to assess strategies and current support levels.

With parents' consent, we support students further with complementary medicines and therapies; these holistic approaches help us ensure we treat each student as a whole person.

What training have the school staff had or are having?

Staff train to the highest standard in order to fully support students in all aspects of their care, behaviour and education. Sheiling School conducts a compulsory and detailed induction programme for all staff. Staff are all trained in:

- Student Welfare
- Safeguarding
- Total Communication
- Signalong
- Special Educational Needs
- PECS (Picture Exchange Communication System)
- PROACT-SCIPr-UK Theory & Practical
- Equality, Diversity & Inclusion
- Mental Capacity Act, Deprivation of Liberty Safeguards
- Epilepsy Awareness
- Sensory Integration
- Manual & Minimal Handling Techniques
- Health & Safety (and COSHH)
- Food Hygiene & Infection Control
- First Aid
- Dysphagia Awareness (eating and drinking safety)
- GDPR & Online Safety
- Fire Safety Awareness & Evacuation
- Prevent Awareness Training
- Defibrillator Use
- Medicines Administration
- OT and Sensory Processing

Staff are also qualified in, or working towards:

- RCF Level 3 in Residential Childcare
- RCF Level 3 and 4 Certificate in Education and Training
- Read, Write Inc. Phonics

How will students be included in activities outside the classroom and be able to access leisure and recreational activities?

Our grounds, with many acres of open areas and woodland, mean that learning outside the classroom is an integral part of the curriculum. We also benefit from an onsite swimming pool, gym and large capacity hall with a stage where students take part in, and enjoy, a variety of performances.

Our students actively engage in 'estate work' and the educational programme offers craft workshops, also situated around the estate, including woodwork, food preparation, large kitchen garden and green woodwork workshops.

Neighbouring us is Moors Valley Country Park which is a great location for cycling and walking. Ringwood Town Centre is a short walk away and the stunning beaches of Mudeford, Bournemouth, Southbourne and Sandbanks are all within easy reach.

The residential houses and the school programme maintains regular life skills leisure trips within the local area, as well as attending theatre productions, concerts and events in Bournemouth and Salisbury.

We are situated next to the Lantern Community who support adults with diverse learning abilities to fulfill their full potential. Their café, shop and bakery and the rich resources of the New Forest and Dorset coastline are fully accessed via our curriculum.

Where appropriate, students have the opportunity for work experience placements in the local community. We have close links with a number of local employers.



How does Sheiling School celebrate each student's successes and achievements?

In their daily lives at The Sheiling Ringwood, both in the classroom and in the house community, students are met with respect and appreciation for who they are as individuals. They are encouraged by staff to participate in all aspects of school and house life through gentle support, clear boundaries, humour and praise for any effort made.

Teaching and care staff know the students well and regularly share information on their achievements, challenges and successes, thus creating a seamless, supportive network which enables students to gain confidence in engaging with the world around them.

Taking part in household tasks such as clearing up after a meal, sharing with others a meal they helped to prepare, taking part in a school play or helping a classmate are some of the many ways in which students can feel that they are valued members of the school community.

Student success is also celebrated during assemblies and regular house and Student Council meetings and, more formally, during Annual Reviews. Each student is encouraged to identify their strengths, likes and progress and, where possible, present those achievements directly or indirectly at Annual Reviews with the support of familiar staff. Students are supported to create memory books with highlights of their achievements from their journey at the school and in the house.

What specialist services and expertise are available at, or accessed by, the school?

We work closely with external specialists, for instance, those working for the local authority and we work collaboratively with the Dorset CAMHS team.

Our main expertise is our holistic approach which comprises care, education and therapy colleagues working together to create a full and encompassing understanding of each student in order to develop the best strategies and support plans to ensure they progress in all aspects of their development.

How accessible is the Sheiling School environment?

The rural nature of the estate, buildings and houses limits the physical and organisational adjustments that can be made to accommodate students with certain physical disabilities. These would be considered and fully assessed at the time of application.

If required, we would access the local authority translation service for students and parents for whom English is not their first language.


Does Sheiling School provide any specialist equipment?

A dedicated team of onsite therapists sets us apart from many SEND provisions. Any further specialist equipment would be prescribed and paid for through additional funding.

Does Sheiling School have a Student Council?

Our school values our students' views and choices and these are included in our planning. Representative students from houses and classes meet as the Student Council.

These meetings are supported by the speech and language team, ensuring all students are able to participate. Students help plan school celebrations, make school equipment choices and have been involved in writing our Preventing Bullying Policy. In addition, the council will explore current local and global issues, for example, climate change, and implement activities to address or support with these.



Where do young people go when they leave Sheiling School?

Sheiling School provides for young people aged 5-19 years and students can stay in the school until the year in which they turn 19 (year 14) subject to review and providing that the Sheiling can still meet their needs. When they leave, many will transition to local Further Education Colleges or our own provision for students aged 19-25, Sheiling College.

Some students leave us to live as semi-independent adults, living in their local community or an adult community with support. They will follow a variety of programmes specific to an adult or local community but most will do so with a continuing support package.

A bespoke transition plan is carefully developed in liaison with the future education or service providers. This will incorporate appropriate information sharing, accompanied transition visits and support in setting up continuing care and behaviour strategies.

What should you do if you don't feel Sheiling School is meeting your child/young person's needs?

We encourage parents to let us know if they have any questions, worries or concerns. If a parent doesn't feel that they have been listened to, or where a more informal approach has not worked, it is possible to make a complaint. Details of how to do this are found in our Complaints Policy on our website.

More information can be found on our website thesheilingringwood.co.uk



Our Local Offer will be reviewed on an annual basis.

The Sheiling Ringwood

Horton Road, Ashley, Ringwood,
Hampshire BH24 2EB

Call Reception on: 01425 477488

school.admissions@thesheilingringwood.co.uk

www.thesheilingringwood.co.uk

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