0A: Statement of Purpose

Reviewed: Head of Residential Services – Sept-Nov 2026.
Ratified by Board: November 2026
Next Review date: Autumn Term (September) 2027 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.

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”

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

- Heidi Holm Rasmussen: MA Ed. Recreation, BA Social Pedagogy, Level 5 Diploma in Leadership for Health & Social Care & YP/Adults
  Head of Residential Services: Nominated Individual for College provision
  heidi.rasmussen@thesheilingringwood.co.uk

- Eszter Varadi: Level 5 Diploma in Leadership for Health and Social Care and Children and Young People`s Service, NVQ Level 3 Certificate in Management
  Deputy Head of Residential Services and Registered Manager for College
  eszter.varadi@thesheilingringwood.co.uk

Education

Sheiling School (Educ URN 113952/ RSS URN 2671699 / DfE 838/6004)

Has been providing education since 1951 as an Independent Residential Special School for up to 55 children and young people with special educational needs and disabilities, between the ages of 5 -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 aspects of the National Curriculum and the Steiner Waldorf curriculum, is a broad and balanced developmental curriculum which is grounded in the stages and milestones of child development. The Sheiling's 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, ICT, Art and PE.

Sheiling College (URN 139249 / DfE 838/7907)

Since September 2012 the college provides further education for students 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 hundred centres providing Curative Education and Social Therapy for children and adults with special needs and disabilities.

The Sheiling Ringwood is inspired by the principles of Rudolf Steiner. The education curriculum 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 an extended 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, occupational therapy, physiotherapy and other complementary and creative therapies (see section 6) form part of everyday 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 woodwork workshops. There is a purpose-built therapy building with facilities for therapeutic activities as described above.
The School and College Programmes teach and embed essential life skills while providing meaningful learning opportunities within the community, alongside a range of cultural and wellbeing experiences that promote independence and can be sustained beyond college life. Where appropriate, students access work experience placements, play an active role in community projects, and participate in social enterprise initiatives. These opportunities are able to be further enriched through relevant accredited qualifications.

Quality and Purpose of Care

Range of needs

Sheiling School is registered with Ofsted as a Residential Special School (URN 2671699) and is open 38 weeks of the year 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.

We are currently registered for 9 students for the residential school accommodation. All students at Sheiling School have an Education and Health Care Plan (EHCP).

Sheiling College is registered with CQC (1-492238848) for “Accommodation for persons who require nursing or personal care” and is open 38 weeks a year to young adults from 19 to 25 years with a similar range of needs as detailed for the school. The college houses are registered for 26 students for the residential accommodation across three houses.

There is a total of four residential houses on site. One of these, Feirefis House, is the residential school house which is Ofsted registered. The other three residential houses, Sheiling, Westmount and Watchmoor Houses are registered with CQC and offer accommodation to school and college students who are post-16 years of age.

Ethos and core values

The Sheiling Ringwood is a Camphill Community. It is committed to maintaining a therapeutic community environment that is inspired by 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 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 person’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 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 seasonal and natural produce and foods.
- Teaching positive personal and moral values based on non-denominational and inclusive British 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 representing 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.
- 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, 45-acre woodland 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 school and college houses being overseen by the Head of Residential Services and the Registered Manager for the college houses.

The CQC registered houses accommodate a mix of older school students (aged 16+) alongside college students, in order to provide them with the opportunity to aspire and learn about adulthood from living with those who are already attending the college. The young people are protected from harm and peer on peer abuse through high staffing levels including night waking staff. Each house functions as an autonomous group under the supervision of a dedicated House Managers group.

Each student is accommodated according to their needs, with a mix of gender, ages and disabilities, carefully considering all issues regarding safeguarding and compatibility. House Managers of the different houses work together regularly to assure outcomes for all students. All students have a single room, which is personalised acknowledging their wishes. A few bedrooms have either en-suite facilities or toilet and bathroom facilities assigned to specific bedrooms. However, where shared bathroom and toilet facilities are in use, these are designed for single occupancy use at any one time.

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 Guide which is updated annually. Our website publishes the number of school 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 has policies and procedures in place regarding Child Protection and Adult Safeguarding, Safer Recruitment and Selection, Positive 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 foundation, 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. One Trustee is identified as having lead responsibility for Safeguarding and attends the site regularly to meet with the Designated Safeguarding Lead and Deputies. 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 a 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 have "due regard to the need to prevent people from being drawn into terrorism. Through 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.

Views, Wishes and Feelings

Consultation with students and young adults

The Sheiling values the views and choices of our students 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.
The residential school house benefits from regular visits from an Independent Person. This is a voluntary role and ensures that there is an independent person accessible to young people. The role of this person is to listen and support young people with their problems or concerns and to report any safeguarding concerns.

Equality, diversity and inclusion

The Sheiling Ringwood is committed to creating opportunities for young people who thrive outside mainstream education.
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.

Across protected characteristics we employ a rich and diverse staff team with a varied mix of ethnicity and cultural backgrounds. Whilst we aim to reflect the diversity of the students that we support we acknowledge that this is not always possible.

Key Worker

Whether a student is a day student or residential boarder, each will have one or two 'key' staff members who have an oversight for their care, support and education. Within the residential houses, this is generally the House Manager or Deputy House Manager; within a class, this will be the Teacher. However, students do build specific relationships with other staff members, and this is led by student preference.

Personal Care

It is our aim that students be supported by the same sex staff member for personal care Where possible students are involved in writing their own Care Plan which includes whether the individual student has a preference to have a staff member of the same sex supporting them with personal care, or if it is dependent on the connection with staff members regardless of sex. Where practically possible students are supported by a staff member of their own choosing.

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 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 on our website.

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 Thursdays 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.

Health and Therapy

We work in partnership with our local General Practice, NHS immunisation team 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 PA/Administrator. They monitor health needs (as identified by medical professionals) and provide support and training to the Sheiling staff. Residential students are encouraged to register with our local GP practice. Specialist support, such as managing dysphagia needs and guidelines, are created via referrals to local (or home location) NHS SALT services.

Our nutritional focus is based on the guiding principle that a healthy, balanced diet (often using organic food) provides a good foundation for overall health and wellbeing. Our onsite cooks prepare meals, and this helps us maximise the use of fresh ingredients. The cooks are supported by our visiting nutritionist who offers guidance on nutrition, portion sizes and allergens.

Our therapists work with the 'Assess, Plan, Implement and Evaluate' guiding principles for the therapeutic support they implement, and all receive professional (clinical) supervision. Therapists contribute to the development and outcomes of each student using formal and informal assessment tools used in their specific discipline. Their support and interventions are evidenced through a comprehensive records system. A Positive Engagement Plan is generated for each student's Education, Health and Care Plan annual review meeting by the therapists supporting the student - known as the therapy multi-disciplinary team (MDT).

Positive Behaviour Support (PBS)

The behaviour team works alongside both education and residential settings to develop a Positive Behaviour Support (PBS) culture which underpins how we support all students in our care each and every day. Training occurs regularly across the entire organisation via foundation and inset training days. We implement a formal accredited training called PROACT-SCIPr-UK®. We also ensure student-specific training is implemented based on a student's individual need, with a focus on understanding and the theory of PBS. All students have a PBS plan, or a Positive Engagement Plan (PEP) based on PBS strategies. The PBS team also offers direct modelling ensuring that strategies are implemented consistently across all settings. The aim is always to decrease behaviours of concern which, in turn, improves the student's quality of life and enables their access to learning.

Speech and Language Therapy (SALT)

Our SALT Team undertakes an assessment of every student via a combination of observations and formal and informal assessments. Ongoing support is provided either directly through individual or group sessions, or indirectly from those who support the student during their waking day. Each student has a communication section on their Positive Engagement Plan to assist staff to provide the support needed.

Developing functional communication is the fundamental aim for our students. Whether this is through verbal language or the use of Alternative and Augmentative Communication (AAC). The symbol-based communication is used as part of our Total Communication approach alongside augmentative electronic aids (such as Proloquo2Go and Clicker Communicator) and communication books such as PODD (Pragmatic Organisation Dynamic Display). Social Communication Skills are also key to developing the student's sense of self and to build self-esteem. For those pre-verbal students who need a more foundational language approach, we use a variety of evidence-based approaches methods to develop pre-verbal communication skills such as joint attention and turn-taking.

Our Speech and Language Therapist trains staff during foundation training and beyond. We have a Signalong Tutor within the team to facilitate the learning of signing. Signalong is a sign-supported system developed for those with learning difficulties. It is used alongside speech to support understanding as well as giving a method of communication. Training tailored to the individual communication methods of the students is also available as required.

We aim to develop the communication skills of students by tailoring the communication style used 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 (OT)

The OT team assesses students' occupational needs, sets goals and implements targeted therapy interventions. Therapy is delivered through one-to-one sessions, group sessions and prescribed programmes (for all students who have an EHCP-stated OT need). During a student's time at the Sheiling, the OT team supports and enables students to be more independent and confident thus ensuring we maximise each student's full potential.
OT plans are embedded into the curriculum and target the following areas:

- Functional skill development e.g. eating a meal, domestic skills, money management & travel skills
- Sensory and emotional regulation needs
- Upper limb e.g. fine-motor skills
- Safe moving and handling, so students can safely access their daily routines
- Assessment and prescription of specialist equipment

Physiotherapy

We have a visiting Physiotherapist who assesses individual needs and can develop programmes of exercises and routines to support those students identified as requiring physiotherapy in line with their EHCP, or as identified through the MDT approach.

Complementary and Creative Therapy

The Sheiling Ringwood has a complementary and creative therapy team as part of the wider Therapy MDT. These therapists complement the work of the therapists who focus on addressing functional needs identified in EHCPs and through assessment (detailed above). Our complementary and creative therapists are trained in body, movement, music, art and creative imagination-based approaches, whose primary focus is on the integrated development of the whole person. There is an emphasis on students' inner experience and on the non-verbal dimensions of expression, communication and social interaction, with complementary and creative approaches especially accessible and motivating for our students. The Sheiling Ringwood - Health & Therapy.

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 parents and families/carers are encouraged to visit their child at school/college, and most students have regular contact with their families either via phone or FaceTime or Teams. Students will be supported to use email to communicate with their parents, family and friends, where applicable.

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-SCIPr-UK® for the management of behaviour that challenges.
All staff members receive foundation 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 positive 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 present, 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-SCIPr-UK®.
- Students from across school and college have been elected as Kindness Champions to allow a student who may feel they are being "bullied" to share concerns and feelings with a peer.

The Sheiling Ringwood has comprehensive Positive Behaviour Support and Preventing Bullying policies which are available on the website or on request.

Monitoring and surveillance

The Sheiling Ringwood uses some electronic equipment to safeguard the health and wellbeing of certain students e.g. epilepsy monitors. Use of any surveillance/monitoring equipment is always agreed in advance with parents and authorities and is recorded in a Privacy and Dignity Plan. Any use of surveillance equipment does not intrude unreasonably on young people's privacy and is reviewed regularly to ensure that it is the least intrusive and restrictive. CCTV is in place at entrance gates to the site.

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 and reflected in an Individual Risk Assessment. Some rooms may have locks and students may express a wish to lock their bedrooms which will then be included in their Care Plan and if relevant in the Privacy and Dignity Plan. Where this is the case, the School and College support the students 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.

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
- onsite 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' placements. We place an emphasis on planning for admissions of new students and transitions to ensure positive outcomes for all individuals.

Leadership and Management

The Senior Management Team consists of the Principal and senior members of staff who have responsibility for Education, Further Education, Health and Therapy, 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, Finance 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 and probation format 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 275 staff members in total)

Senior Management Team

Name	Position	Qualification
Corine van Barneveld	Principal	Institute of Leadership & Management (ILM) Level 7
Andy Walters	Head of School	BSc Pharmacology PGCE Secondary NPQH and NPQSENCO
Hannah Jones	Head of College	PGCE Autism: Education BA (HONS) Performing Arts
Katy Kerr	Head of Finance & Premises	BSc (Hons) Psychology
Heidi Holm Rasmussen	Head of Residential Services	MA Ed. Recreation BA Social Pedagogy NASS/Dialogue Senior Leadership Cert. Level 5 Diploma in Leadership for Health, Social Care & YP/Adults NVQ3
Katie Francis	Head of Health & Therapies	Registered Nurse NVQ Level 4 in Leadership & Management in Care

Focus Group

Name	Position	Qualification
Aaron Gregory	Deputy Head of College	PGC in SEND QTLS Level 5 Diploma in Teaching in the Lifelong Learning Sector BA in Sports Studies
Jonathan Tebbutt	Deputy Head of School	QTS Post Grad Biology
Eszter Varadi	Deputy Head of Residential Services Registered Manager – College	Level 5 Diploma in Leadership for Health, Social Care and Children and Young People`s Service NVQ Level 3 Certificate in Management
Dan Rolles	Network Manager	Microsoft Certified Professional (MCP)
Ben Allen	HR & Training Manager	Level 5 Certificate in HR Management Assoc. Member CIPD
Tony Hatcher	Facilities Manager	
Sharon MacLennan	Executive Assistant to the Principal & Clerk to the SSET Board of Trustees	AAT Accredited Clerk
Keira Gascoigne	Finance Manager	AAT Level 4 Diploma in Professional Accounting

Teachers

Name	Position	Qualification
Samantha Brett	Senior Teacher	MSc Applied Psychology of Intellectual Disabilities PGCE in Further Education and Training
Brett Nevill	Teacher	PGCE BA (Hons) Music MA Music
Andy Colojoara	Teacher	QTS MA Public Policies & Advocacy BA Philosophy
Ceri Edwards-Hawthorne	Teacher	Doctor of Education Degree Master of Arts in Religious Education BA in Education
Sophie England	Teacher	QTLS & Level 5 Diploma in Education (teacher in training)
Poppy Exton	Teacher	QTLS & Level 5 Diploma in Education (teacher in training)
Magdalena Grzela	Teacher	Masters in Public Administration and Management of Local Government QTS Level 3 Speech and Language Support for Pupils with Severe Learning Difficulties Diploma in Early Education.
Kessi Holguin	Teacher	Primary Ed Teacher Certificate (Peru)
Jillian Johnson	Teacher	BA Education (Hons)
Dagmara Kaniewska	Teacher	Masters Degree in Nursing and Teaching QTS (QTLS) PGCE/Diploma in Teaching in the Lifelong Sector
Carmen Morley	Senior Teacher	Diploma Philology (University of Bucharest)
Nicola East	Teacher	QTS PGCE BA Hons in Film
Maddy Purser	Teacher	PGCE Primary QTS
Anita Russon	Teacher	Bachelor of Philosophy: Special Education Autism

House Managers

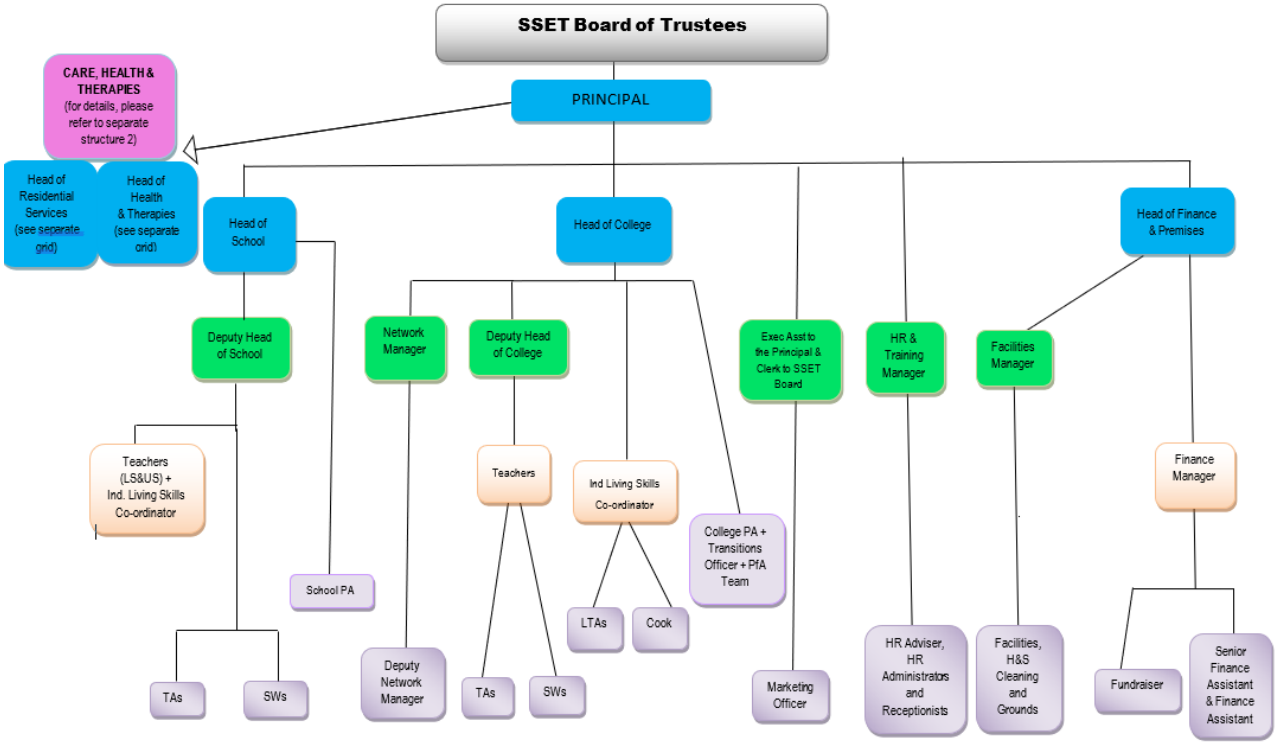
Name	Position	Qualification
Cecilia Hunt	House Manager	NVQ3 HSC (CYP)
David Martin	House Manager	Level 3 Diploma in Residential Childcare
Gemma Miles	House Manager	BSc Psychology NVQ4 HSC
Daniel Vuilleumier	House Manager	Level 3 Diploma in Children & Young People's Workforce: Social Care Pathway

Therapists

(Some therapists are employees of the Sheiling whilst some are self-employed)

Name	Position	Qualification
Jenny Woodford	Positive Behaviour Support Lead	BSc Intellectual & Development Disabilities
James Cheesman	Positive Behaviour Support Practitioner	
Alexandra Tepper	Speech & Language Therapist	BSc Speech & Language Therapist
Julie Dickinson	Speech & Language Therapist	BSc Speech & Language Therapist
Rebecca Shelton	Occupational Therapist	BSc Occupational Therapy
Rosa Balbin	Massage Therapist	NVQ3 HSC (CYP) Cert. in Holistic Massage
Martin Lawes	Music Therapist (p/t)	Post Grad Diploma in Music Therapy
	Transformative Arts Practitioner (p/t)	
Margreet Heupers	Eurythmy Therapist (p/t)	Diploma in Eurythmy Therapy
Jessie De Sutter-Busbridge	Eurythmy Therapist (p/t)	Diploma in Eurythmy Therapy
Chloe Roberts	Occupational Therapist	BSc Occupational Therapy
Breeda Mannix	Eurythmy Therapist	Diploma in Eurythmy Therapy

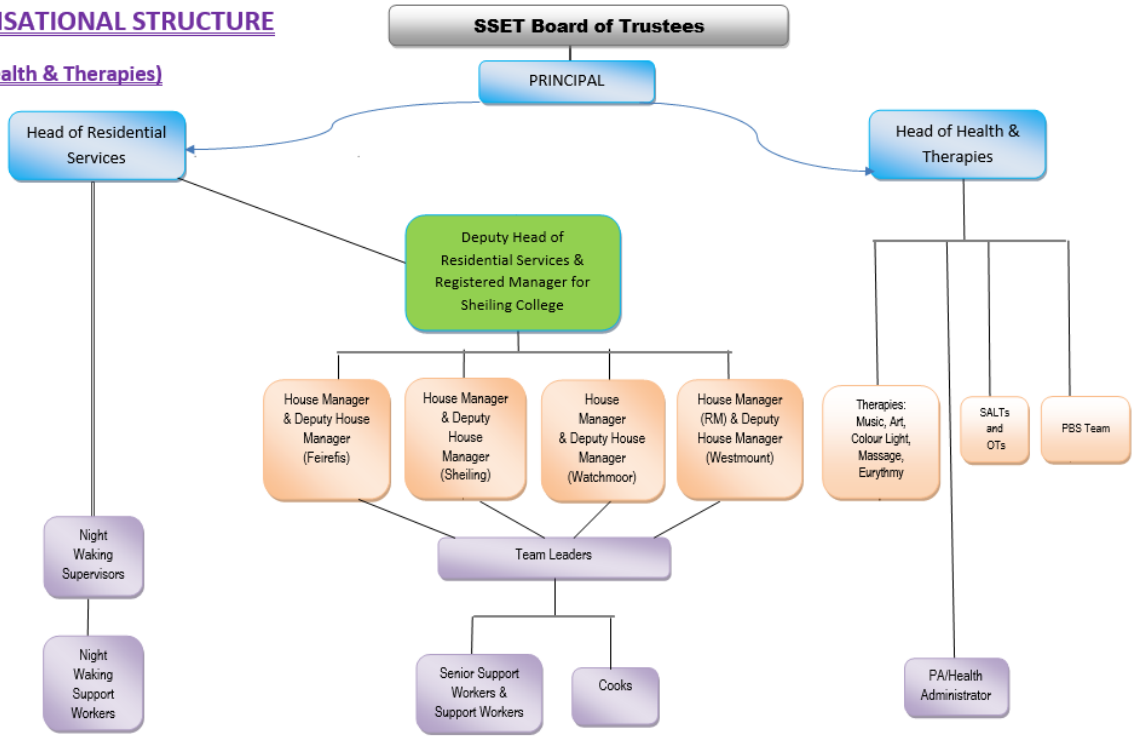
1.ORGANISATIONAL STRUCTURE (Education & Admin)



SENIOR MANAGEMENT TEAM
FOCUS GROUP

2.ORGANISATIONAL STRUCTURE

(for Care, Health & Therapies)



SENIOR MANAGEMENT TEAM
FOCUS GROUP

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