



The Sheiling
Ringwood

The Sheiling

Ringwood

Our College Prospectus





Welcome

to our college

We are an Independent Specialist College providing high-quality education and care for people aged 19-25 with moderate, severe and complex learning disabilities including young adults with Autistic Spectrum Disorders and those who may experience challenges with behaviour and communication. The college is located in a beautiful and natural 45-acre woodland setting on the Hampshire/Dorset border and we offer day or residential places for 38 weeks per year.

We provide a safe, inclusive and uplifting environment with a holistic view of each young person. Sheiling School was founded in 1951 and has a rich and successful history in special education and social care which has been continued with the establishment of Sheiling College in 2012.

Our college thrives as an organisation where all staff know each of our students well, offering a bespoke approach where individuals feel valued and respected.

With open, green spaces and mixed woodland creating breathing space between buildings, this therapeutic setting is one of our greatest assets. Our college has charitable status, along with our school, and is governed by the Sheiling Special Education Trust.

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 482498. In addition, more information, including virtual tours and an extensive gallery can be found online at thesheilingringwood.co.uk

We hope you enjoy finding out about our college.





What's Inside

Welcome to Sheiling College	2
Aims of Sheiling College	5
What We Offer	7
Study Programme	10
Preparing for Adulthood	13
Preparing for the World of Work	16
Towards Transition	17
Wellbeing	19
Health & Therapies	22
Residential	25
Safeguarding	30
Admissions	31
Location and Campus	34

Our Mission Statement

“Our mission is 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

Our aims

Our aim is to enable students to be active participants in the community in which they live. We support them to achieve their full potential and aspirations as citizens with rights and responsibilities.

We provide highly effective education, care and therapy that enables students to progress and achieve success in life skills, personal development and social independence as they make the transition to adult life. This is achieved using a holistic, co-created bespoke curriculum that informs an Individualised Study Programme. Each student and their family is involved in co-creating their bespoke curriculum.

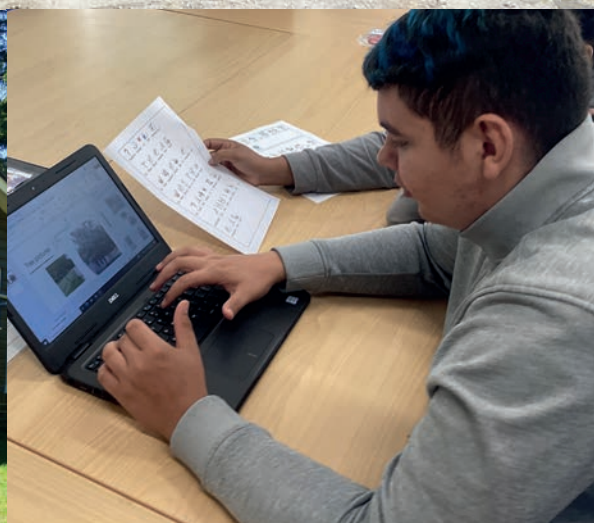
Communication and Interaction

We enable students to communicate their thoughts, feelings, desires and choices and also to better understand those of others. This is achieved by drawing upon specialist knowledge and skills of speech and language therapy and may include access to, and training in, the use of a wide range of alternative and augmentative communication systems and methods. This allows students to have greater autonomy in their present and future lives.

Vocation and Work

Everyone has the capacity to contribute to the communities they live in. We are aspirational in our work with students to support them and this is achieved by developing the confidence and skills in order to take part in a wide range of work-based vocational activities. For some, a stepped programme of work experience could progress to paid work whilst, for others, this may be voluntary work or a chosen programme of purposeful community pursuits and recreational activities.





“ Learners develop the knowledge and skills they need to prepare for their next steps because of the good-quality teaching they receive. ”

OFSTED MAY 2024

What We Offer

Empowering and positive

Community Integration and Relationships

We support students to connect with others and to be active participants in the communities in which they live. Students are supported and encouraged to access leisure and community facilities and increase independence through travel training. Each student has tailored Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE) incorporated into their Study Programme in order to develop their ability to establish and maintain appropriate friendships and relationships.

Health and Wellbeing

We work to enrich and develop the health and wellbeing of each student by utilising a variety of therapeutic approaches. This enables each student to reach their potential, going beyond simply aiming for each person being as physically healthy as possible. We strive to enhance resilience and coping skills, reduce vulnerabilities and promote positive mental health.

Independent Living Skills

We prepare students to live as independently as is possible for them. The development of life skills is a fundamental element of our programmes at Sheiling College. We work with students to reduce dependency, which will enable them to meet the demands of daily life and their care needs, build self-esteem and enhance opportunities for future living destinations.

Functional Skills

Students establish and develop literacy and numeracy knowledge and skills to access technology in situations that are meaningful for each young person. This will most commonly be achieved by focussing on the young person's preferred activities and tasks.

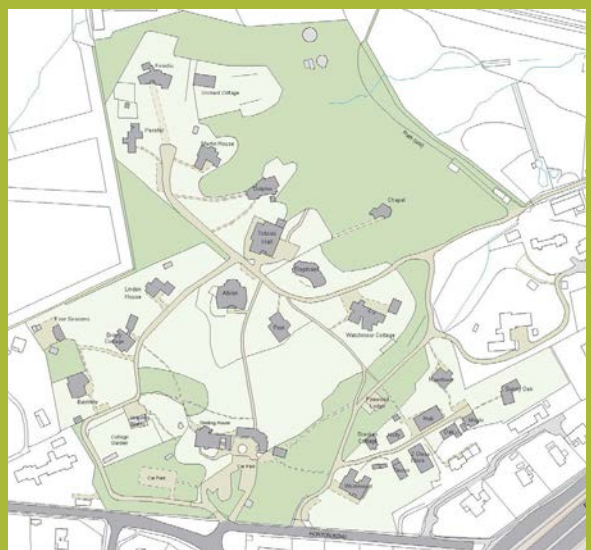




Campus

Sheiling College sits within The Sheiling Ringwood estate. The expansive 45-acre site allows our students to benefit from a host of facilities including woodworking, music, arts and crafts and a biodynamic garden. We make full use of the grounds and our setting within our curriculum and for our social and cultural activities.

The education buildings, including sports hall, main hall, performance space and a swimming pool are located in the centre of the estate, with the residential houses spread around the periphery whilst maintaining green spaces in between.





“ My son has thrived since starting at Sheiling College and has increased in confidence and ability to do independent living skills. He has enjoyed being supported within a structured daily routine and is consequently a very happy young man. ”

Parent 2024



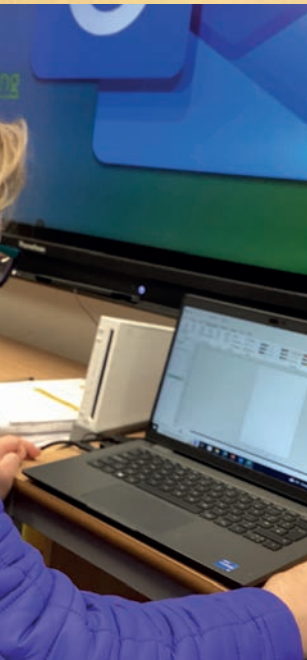
Study Programme

Built to achieve

Each Study Programme is informed by the student's Education, Health & Care Plan (EHCP), preferred learning styles, interests, motivations and future aspirations.

Their Study Programme is built to achieve their planned destinations by focussing across the five curriculum areas (detailed overleaf). Every student will have a bespoke programme with varied emphasis across different curriculum areas, but with a consistent structure of long-term goals, medium-term goals and targets.

Programmes include embedded nationally accredited qualifications. Students will be offered the most suitable level at Entry 1, Entry 2 or Entry 3. These qualifications offer an extensive range of units which are chosen based on the student's interests and needs, enabling incremental and measurable progression.



Study Programme

Individual and extensive

We make excellent use of the extensive facilities that we have at The Sheiling Ringwood and use this to our advantage in supporting students to develop communication, social and independence skills in addition to functional and vocational skills.

The curriculum areas are designed to align with Education, Health and Care Plans and Preparing for Adulthood (PfA) Pathway.

Sheiling College Curriculum

- Communication and Interaction
- Health and Wellbeing
- Community Integration and Relationships
- Vocation and Work
- Independent Living Skills

EHCP Headings

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and Mental Health

PfA Pathway

- Good Health
- Community Inclusion
- Employment
- Independent Living





Study Programmes are individual and could include:

- Communication
- Functional Literacy, Numeracy & ICT
- Vocational Skills/Work Placement
- Work Experience & Interview Preparation
- Personal, Social & Health Education
- Relationships and Sex Education
- Independent Living Skills
- Cookery/Sensory Cookery
- Art & Craft
- Drama, Performing Arts & Music
- Enrichment Activities
- Leisure and Community, Retail Skills, Travel Training
- Estates Projects, Forestry
- Horticulture
- Duke of Edinburgh's Award

The Future

Preparing for adulthood

The Vocational Hub

All students at our college have access to our onsite Vocational Hub facility. This serves as a stepping stone to acquiring skills at various stages of vocational progression and development. The Vocational Hub consists of a working kitchen, training café, a learning retail space and an office skills area. Having access to the Vocational Hub allows for students to practise a vast array of skills within a safe and secure environment without time pressures or the uncertainty of unfamiliar surroundings.

Leisure & Community

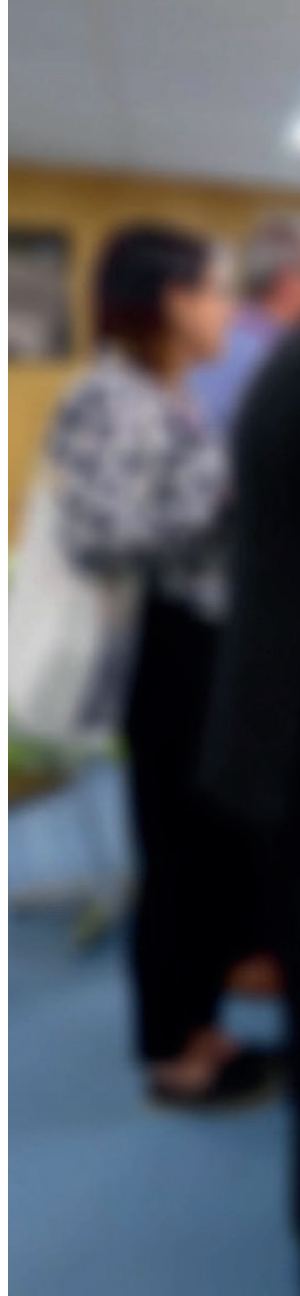
College students benefit from regular access to leisure pursuits and community engagement. As part of their weekly timetable, students are encouraged to visit a variety of familiar and unfamiliar places including shops, museums and cafés. These trips into the community provide regular opportunities for money management skills, travel training and enhanced social and communication skills.

The Duke of Edinburgh's Award (DofE)

We are a DofE Licensed Organisation and run a DofE programme in-house enabling us to provide specialised support to our cohort with their chosen activities and with the expedition, including an overnight stay.

DofE Awards can offer opportunities to students which often fall outside of the curriculum. These are accessed via the activity choices within the categories of Physical, Skills and Volunteering along with the chance to stay away from home which, for some students, could be for the first time.

The scheme champions every young person, helping them develop skills and attitudes along with confidence, resilience, team-working and the opportunity for building friendships. These skills are important to students as they move into adulthood.





“ I like being with everyone and I like being independent with my jobs. ”

Student 2024



Car & Van Hire, Sale

Used Vehicle
Finance Lea

Suppliers of
Finance

e
You

Tel



The Future

Preparing for the World of Work

Students at Sheiling College have a range of abilities. Although we are incredibly aspirational for all of our students, we recognise that paid employment is not always a realistic outcome. However, we fully believe that each and every student can add social value to their communities. This could be through avenues such as volunteering or supported work placements.

Work Experience

The vocational element of the Study Programme is supported by the Work Experience Coordinator. Over the 3-year programme, our aim is to provide each student with a range of transferable vocational skills which are specific to an individual's planned destination and aspirations. Although work experience is student-led and tailored to the individual, the following model can be used as guidance:

Year 1

Students participate in a range of onsite vocational activities and experiences such as horticulture, milk and mail delivery and site maintenance.

Year 2

During the second year, the aim is to provide a range of external taster sessions within the various work environments in our local community where we have developed strong links. Taster sessions could include tours of various business establishments or participating in specific tasks for a short period of time at any number of our work experience providers. Examples of these work experience opportunities may include farm work, housekeeping and working in an office.

Year 3

From what we learn during the first two years through observations, feedback and further student 'Voice and Choice' meetings, the third year focuses on more specific, individualised work placements which ultimately can be continued or generalised once they leave college.

The Future

Towards transition

Vocational Profile

We prepare and empower our students to succeed on their chosen pathway into adulthood, whether this is community inclusion, living more independently, volunteering, trainee/supported internships or paid work. This process is supported by experienced staff who work closely with both our Work Experience Coordinator and Transitions and Referrals Officer.

Every student will leave Sheiling College with their own personalised vocational profile. This clearly illustrates the skills the student has developed, their abilities, previous work experience placements, work placements and outlines what support is required to make employment successful in the future.

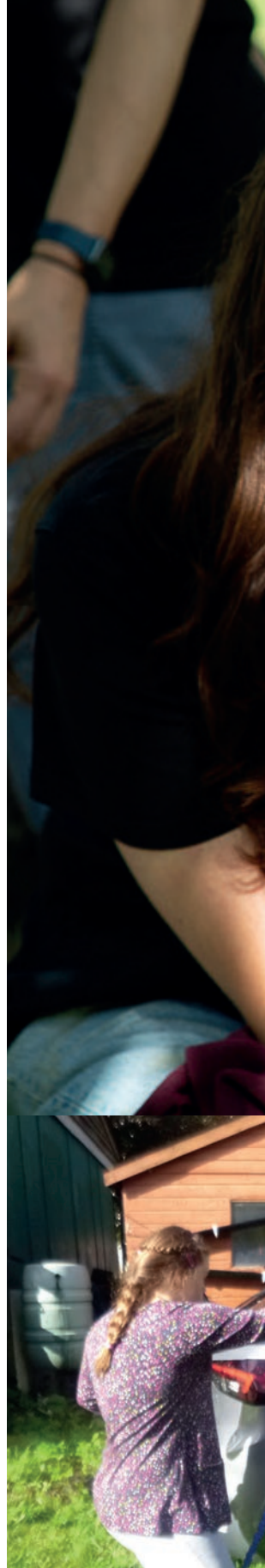
Transition

We believe that Sheiling College is not the end destination for our students, but a means of reaching their future destination.

It is our priority to establish the planned destination aspirations of our students on admission to college. In order to support students to prepare for their future, we utilise their time with us to explore a range of vocational opportunities and living placements to support students to express their interests and preferences as they prepare for adulthood.

In the third and final year of a student's placement, particular emphasis is placed on supporting the transition from college into their identified pathway. This relies on collaborative working between the college, the families and Local Authority processes.

Sheiling College prides itself on working closely with future vocational and living placements. We have a Transitions and Referrals Officer who oversees this process to ensure that all relevant information is handed over to new placements and that person-centred planning takes place.





For more details on our employer links or to view a copy of our most recent vocational newsletter 'Careers and Connections', please visit www.thesheilingringwood.co.uk.

Wellbeing

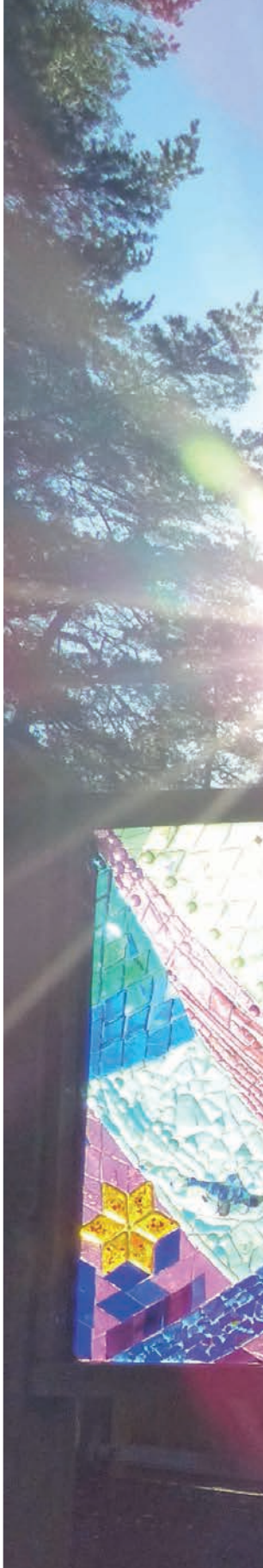
Positive and proactive


The need to communicate and relate to others is a fundamental need for all. We acknowledge that people's behaviour is a form of communication and that all behaviour happens for a reason. Through our Positive Behaviour Support (PBS) approach, we seek to listen, understand, adapt and teach our students more effective ways to have their needs met.

We adopt a range of positive approaches and techniques based on PROACT-SCIPr-UK® accredited by the British Institute for Learning Disabilities (BILD) to empower, support and safeguard both students and staff.

Encouragement of self-management and tolerance of change, in combination with the development of independence skills, is seen as crucial to our students. Staff have high expectations and seek to understand why our students exhibit certain behaviours.

To ensure that staff employ the appropriate and agreed strategies consistently while providing support, each student has a Positive Engagement Plan and these individualised plans detail the proactive, active and reactive strategies.



The background of the page features a clear blue sky with the bare branches of a tree on the right side. Below the sky, there is a wall made of colorful mosaic tiles in shades of yellow, green, blue, and purple. A central green rectangular box contains white text.

The college provides a structured and consistent, 'capable' environment. We strongly believe that all students should have access to the tools which can help them to communicate following times of increased stress by utilising visual cues such as timetables, work schedules and reward charts, in the context of person-centred and empathetic support.

Our staff encourage students to reflect on incidents using a variety of means which could include labelling simple emotions from a choice of two, through to being able to describe feelings using activities such as worksheets, drawings or comic strip conversations. These debriefs offer students the opportunity to reflect on behavioural incidents and, as far as possible, to identify the reasons behind their behaviours, which may support them to recognise triggers in the future.

Through the debrief process, students are enabled to develop a range of emotional regulation and emotional literacy skills, all of which contribute towards reducing the frequency and severity of behavioural incidents.

We have comprehensive behaviour and bullying policies and these are available on our website.

“ The staff are the best I have come across.
I wish my daughter could stay here forever. ”

Parent 2024



On admission to Sheiling College, the therapy team undertake a thorough assessment of every student. This, in conjunction with the information identified in the student's EHCP, will contribute to informing the targets within the student's Individual Study Programme.

Where appropriate, students have the opportunity to be introduced to complementary therapies such as music, massage, eurythmy, colour light and art counselling. After a taster session, these therapies may subsequently be offered for a set block of time and periodically reviewed, to ascertain their positive impact.



Health & Therapies

Integrated and holistic

Onsite Therapeutic Input

The Health and Therapies Team at The Sheiling Ringwood offer an integral therapeutic approach. The team work in close partnership with the education and residential teams to create a therapeutic community and learning environment.

We have an onsite, multi-disciplinary therapy team able to offer both conventional and creative therapies, where we support the development of the whole person - mind, body and spirit. Our approach celebrates diversity and difference and recognises the unique personality and individuality of students.

At the Sheiling, we believe that learning within a therapeutic experience can complement or add to learning experiences across the wider curriculum. Therapeutic interventions create and facilitate progress and learning for students. Therapists work alongside teachers in the classroom/learning environment and directly supporting students towards the outcomes in their EHCP. Each student has an integrated Positive Engagement Plan.

Staff are trained in a range of therapeutic strategies including sensory regulation, Signalong, use of visual supports, Positive Behaviour Strategies, PROACT-SCIPr-UK®, Alternative and Augmentative Communication (AAC) and many more. This training is embedded and delivered by our onsite therapy team and external professionals. This investment in staff training ensures that students have the best possible opportunities to succeed.

Health & Therapies

The Sheiling Offer

Speech and Language Therapy

Speech and Language Therapy enables student learning by overcoming barriers in the areas of communication and interaction and through providing a Total Communication approach throughout the college and across the whole day. Total Communication utilises all means of communication to maximise students' receptive understanding. The Speech and Language Therapist develops programmes to support students with their expressive communication.

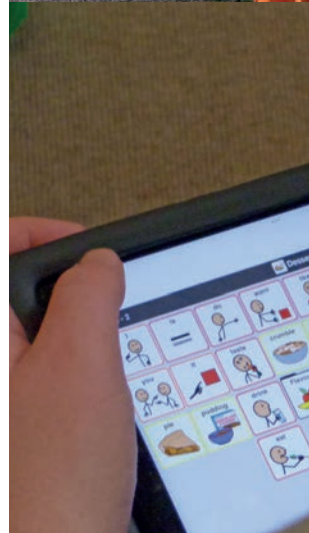
We have Signalong tutors onsite, allowing for our wider workforce to be regularly trained and/or refreshed in their Signalong vocabulary. We also ensure access to a variety of AAC including both high-tech (e.g. communication software on devices) and low-tech (e.g. communication books) approaches.

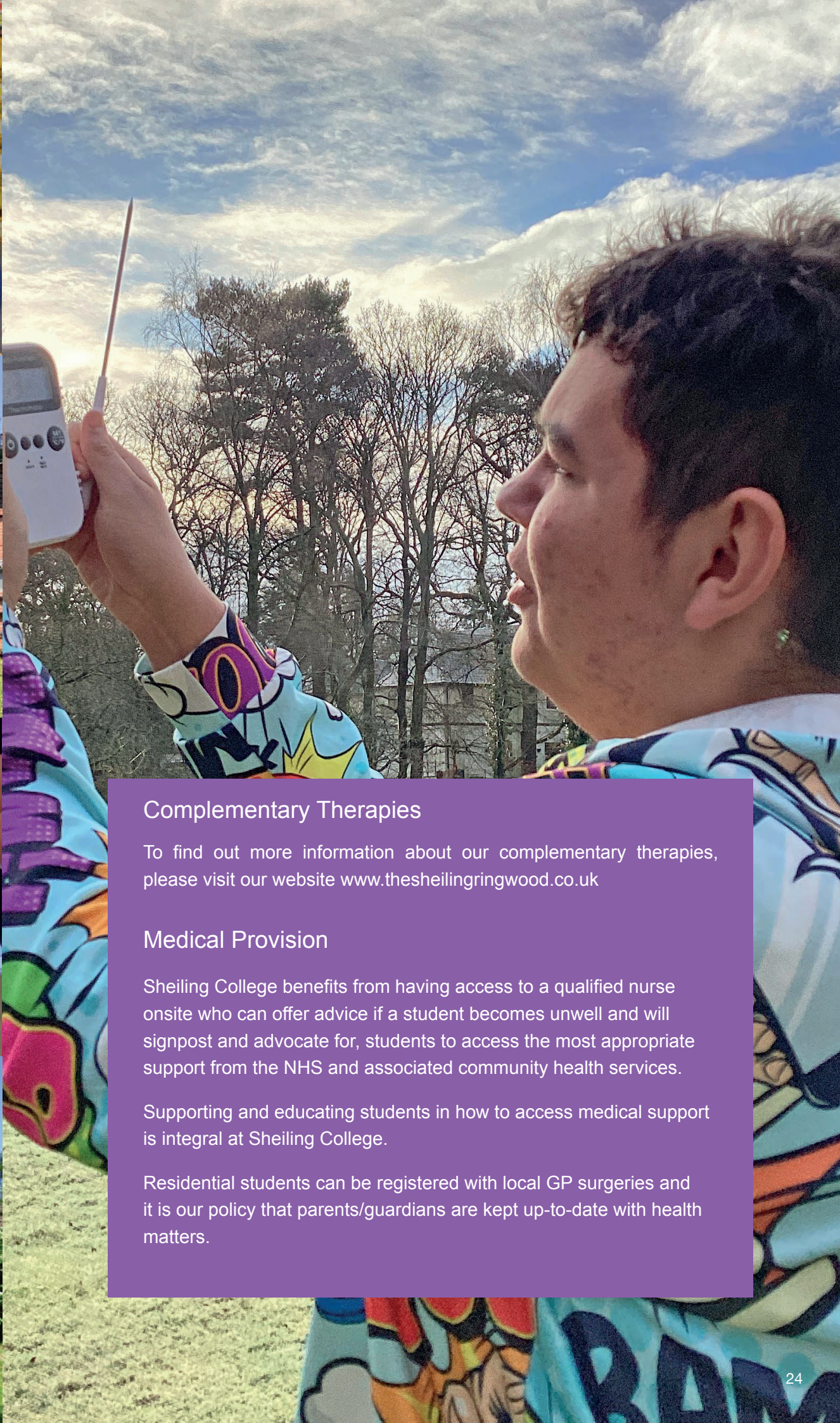
Occupational Therapy

Our Occupational Therapist works with individuals and small groups of students supporting them in overcoming barriers to learning in the areas of sensory and physical skills. The Occupational Therapy approach is integrated into the extended day curriculum and focuses on students being able to do as much as they are able to do independently in relation to an occupation and daily living skills - including mobility needs and fine and gross motor skills.

Many students at the Sheiling present with sensory needs and the Occupational Therapist trains and supports all staff in individually-formulated sensory diets to support student self-regulation to maintain a 'just right' state for learning.

Occupational Therapy interventions at Sheiling College focus on sensory regulation, adapting the environment, modifying tasks and teaching skills which encourage the student to increase participation in, and performance of, daily activities.





Complementary Therapies

To find out more information about our complementary therapies, please visit our website www.thesheilingringwood.co.uk

Medical Provision

Sheiling College benefits from having access to a qualified nurse onsite who can offer advice if a student becomes unwell and will signpost and advocate for, students to access the most appropriate support from the NHS and associated community health services.

Supporting and educating students in how to access medical support is integral at Sheiling College.

Residential students can be registered with local GP surgeries and it is our policy that parents/guardians are kept up-to-date with health matters.

Residential

Welcoming and homely

Our residential houses provide accommodation for 38 weeks of the year, either weekly or termly boarding.

Each house provides a family-style community for its students with personalised bedrooms and shared communal spaces, such as lounges and kitchens. Students are encouraged to participate in household activities such as cooking and cleaning as well as maintaining the gardens.

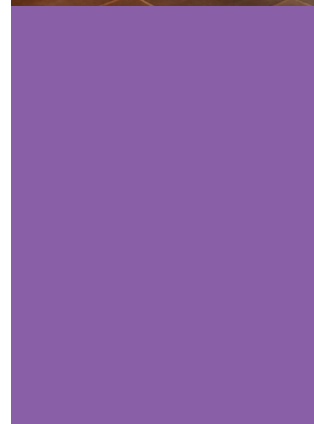
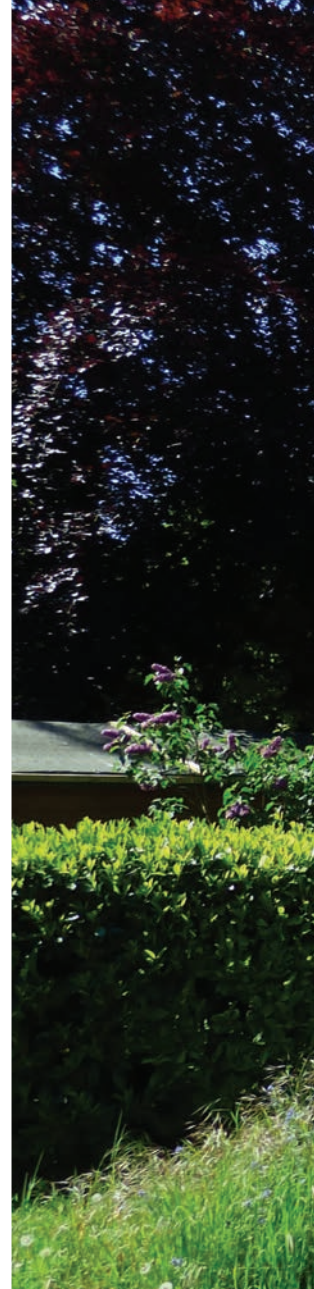
Care is taken to ensure that houses are friendly, welcoming and attractive. Natural materials are widely used, providing gentle but diverse sensory stimulation. Meals are prepared in each house using predominantly local, seasonal produce and are eaten together in dining rooms.

Extended Day Curriculum

Activities are shared and students are supported to engage in learning new and meaningful life skills. The context of this homely environment allows learning and personal development opportunities to be linked to Individual Study Programmes.

Throughout the structure of the day, there are plenty of opportunities to practise independent living, including shopping and cooking. We aim to provide residential students with a home-from-home style setting where learning and guidance is integrated in daily routines but of equal importance is having fun, relaxing and sharing social time with friends.

Shared staffing arrangements between houses and classrooms and a multi-disciplinary approach to placement planning ensures that continuity and consistency are features of how education works within Sheiling College.





“ Our son has made outstanding progress and has exceeded everyone’s expectations. The opportunity to live on site has made a fantastic difference. It has helped him to grow up, to become more independent and to develop meaningful friendships. ”

Parent 2024





Residential

Vibrant and inclusive

Each residential house is led by a House Manager who is responsible for creating a homely and inclusive environment where all students can feel safe and have a sense of belonging. They also aim to create a peaceful, therapeutic and caring environment in their house which is manifested both in the relationships between students and staff and the care of the environment in and around the houses.

We understand what a big step it is for residential students to move away from home and family. Learning to live in a residential house within the private grounds of The Sheiling Ringwood can be a vital step for our students to progress towards adult provision.

Staying in touch with family and friends is a priority and we support students to find the best method of communicating with the people who are important to them. We assist our students to build a supportive network around them in order to maintain and develop their learning and wellbeing. Families and professionals are kept regularly informed about their young person's progress.

Social and Cultural Life

We participate in a diverse and inspiring calendar of cultural festivals, celebrations and events throughout the year including Michaelmas, Diwali, Eid, Advent, Candlemas, Easter, Wesak and many others.

Seasonal celebrations and festivals are joyful events that help our students to understand the passing of time and mark the changes within the natural world. This gives regular opportunities for everyone to come together, providing each person with a sense of belonging within our community.



Our Staff

The success of our college is based on the strength of positive relationships between our students and also between our students and staff. We are thrilled that the impact of these relationships is also commented upon, and praised by, Ofsted & CQC.

Our staff provide the flexible and individualised support that each student deserves. The college team is well trained, supported, valued and recognised as pivotal to the happiness of our young people and the successful outcomes achieved by them within the key areas of education and life-skills.

“ Although the great outcomes for students and the hard work of our staff is clear to see, it is very encouraging to have formal confirmation from Ofsted that the college is doing so well.

”

Head of College 2024



Safeguarding

Open culture

Safeguarding is central to everything we do as an organisation. A culture of openness and transparency ensures we are well-equipped to protect the vulnerable young people in our care.

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 young adults.

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

We recognise that, although empowering for our students, the use of technology comes with many potential risks. Sheiling College follows robust systems and protections to promote online safety. Online safety is embedded and an integral part of the college curriculum.

Complaints and concerns

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

Admissions

Supportive and inclusive

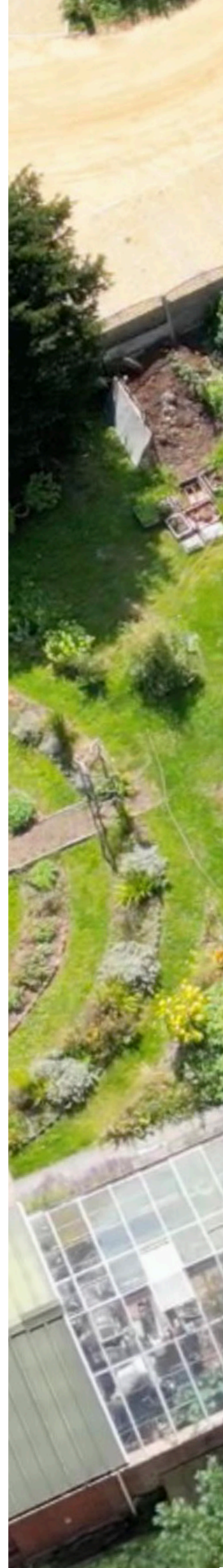
At the first stage of our admissions process, we strongly encourage people to visit our beautiful setting and observe our holistic approach.

We ask that you share the young person's EHCP with us for review before arranging your visit. Following a tour, we hope that families and professionals feel fully informed about Sheiling College and whether it is the appropriate provision. If so, we ask that an application form is submitted.

If it is believed that the needs of the young person can be met through assessment of the information gathered from the EHCP and other relevant reports, we will begin our formal assessment process. This process includes a thorough assessment carried out in the young person's current educational placement or at their home, alongside an invitation for them to experience a day at Sheiling College. For residential boarders, this may also include an overnight stay.

We are experienced in supporting families and young people through what can be a challenging process of securing a further education placement. If we are not able to support the needs of the young person, we will endeavour to signpost to other sector providers that may be better placed to meet the young person's needs.

If you would like to find out more, you can find our Admissions Policy on our website. If you would like to arrange a visit, please email college.admissions@thesheilingringwood.co.uk or call our Transitions and Referrals Officer on 01425 482498







Our Location

Visit our college

Coach: London to Ringwood, 2hrs National Express

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

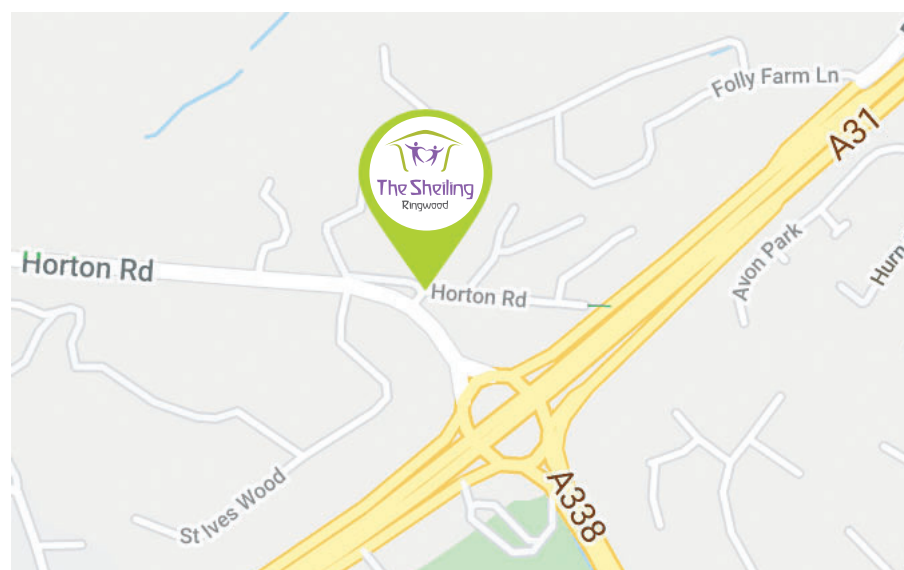
Air: Bournemouth (2 miles) Southampton (25 miles)

Most Satnav instructions will take you to the centre of the postcode rather than to our entrance. Please follow the instructions below as you approach. Our What3Words [w3w.co/declines.dusters.tractor](https://www.what3words.com/declines.dusters.tractor).

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 Ashley Heath roundabout (towards Horton and Three Legged Cross). The Sheiling Ringwood (school and college) is first right on Horton Road, after 50 metres.

Or 3 miles east of Ferndown - take the Bournemouth exit off the A31, taking the first left at the large Ashley Heath roundabout. The Sheiling Ringwood is first right on Horton Road, after 50 metres.

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 is first right on Horton Road, after 50 metres.





The Sheiling Ringwood

Horton Road, Ashley
Ringwood, Hampshire
BH24 2EB

Reception 01425 477488
Admissions 01425 482498
college.admissions@thesheilingringwood.co.uk

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). VAT registration
(GB 478 6701 47).

