



## CANDICE EDUCATION SERVICES Ltd

# SMALL HAVEN SCHOOL

146-150 Newington Road, Ramsgate, Kent, CT12 6PT

Tel/Fax No: (01843) 597088

Website: [www.smallhavenschool.co.uk](http://www.smallhavenschool.co.uk),

Email: [enquiries@smallhavenschool.co.uk](mailto:enquiries@smallhavenschool.co.uk)

## SCHOOL PROSPECTUS

### PRINCIPAL HEAD

Miss Stacey White, MProf, MA, BSc Hons

### Directors

Director of Education Mrs. Marissa Morgan, FInstLM, GCIGI, Dip. RSA

Director of Finance & Development Mr. Michael Morgan, Cert IOSH, Cert Bookkeeping

Contact Number: as above,

Out of hours contact number: 07587133207 (*52 weeks of the year*)

#### **Inspection and Registration Details: -**

Ofsted  
Alexandra House  
33 Kingsway  
LONDON  
WC1B 6SE  
Telephone: (0207) 4216

#### **Department for Children Schools & Families**

Great Smith St  
London  
SW1P 3BT  
Telephone: (0870) 0012345



## Staffing

The school is committed to safeguarding and promoting the welfare of children and expects all staff to have this commitment. The School operates a non-discriminatory and objective recruitment and selection process. All classes are taught by teachers or instructors who have appropriate qualifications at degree level or appropriate qualifications in a specialist area. Teaching Assistants have relevant qualifications and experience. All staff are trained in non-abusive psychological and physical intervention (NAPPI). The school is committed to the Continued Professional Development of its staff and supports staff in seeking further qualifications.

D.f.E.S. No: 886/6103

Day Students: Maximum No. 30 aged 6 to 16 years  
Key-stages 1, 2, 3 and 4



## **GENERAL INFORMATION**

Small Haven School is a very small co-education day school which specialises in working with students who have cognitive, emotional, and social difficulties (EMSD). It aims to work in a therapeutic manner with the welfare of the students at the heart of the school. Small Haven School is registered with the DfE as an Independent Special school and has approved status. It is registered for up to 30 students aged between 6 and 16 years across KS1/KS2/KS3 and KS4. Ofsted are directly responsible for inspecting standards within the school.

Our small campus, based in the seaside town of Ramsgate, provides a safe and containing environment for students who previously may have experienced insecurity in other educational settings. Small Haven School aims to promote the social and emotional needs of students and allow them to experience “going to school” like all other children. It provides students with SEN a community where they can finally have a sense of belonging and are provided with an opportunity to thrive and succeed.

The school keeps vulnerable students safe and provides a nurturing environment based on sound routines and structures. Combined with high expectations and individual attention we provide students with opportunities to increase self awareness and confidence and the chance to work towards their full academic and social potential. We have links with local mainstream and special schools and provide careful, successful integration programmes with them, wherever possible.

## **SMALL HAVEN SCHOOL MISSION AND AIMS**

### **MISSION**

Small Haven School provides a therapeutic, secure, and caring environment in which to teach its students and prepare them for life as a responsible and successful citizen. Working in partnership with parents/carers we will address their educational and personal development needs through Education Health Care Plans & Individual Support Plans. Small Haven School is committed to the protection and safety of its students and has an open and honest culture working within the schools policies and procedures

### **AIMS AND OBJECTIVES**

#### **Aims of the School**

- To provide appropriate education for up to thirty students within the six to sixteen years age band, who are unable to attend mainstream education, and may have emotional and social difficulties and other associated learning difficulties.
- To help students develop their literacy and numeracy skills.
- To help students develop confidence in their ability to access and succeed in education.

- To give the children access to a broad, balanced exciting and rich curriculum including Religious Education and Personal and Social Health Education.
- To assist parents/carers to help students' moral, spiritual, social and cultural development.
- To help students improve their self-esteem and to experience a sense of achievement.
- To develop and experience a positive culture of school community.
- To enable where appropriate the reintegration of our students into mainstream schools and other local special education settings.
- To keep students safe and to deal with all inappropriate behaviours, including bullying by the students or staff, immediately and professionally.

Our School Aims are met through the following Objectives:

- Small Haven School will endeavour to appoint teachers trained and experienced in S.E.N. and will provide appropriate training through its planned Staff Development Programme.
- Each student's academic, emotional and behavioural needs are assessed after arrival. Appropriate targets are then set out in Individual Education Plans which are regularly reviewed and updated.
- The school has a broad and balanced timetable delivered by staff who have a wide range of teaching expertise and experience including Special Educational Needs.
- A planned programme of Personal, Social and Health Education and Religious Education is offered and students are afforded many opportunities for social and cultural development through a variety of planned activities.
- Student self esteem is improved through a positive approach to behaviour management and the ensuring of their experiencing success through carefully prepared individual education plans.
- Local schools will be approached and asked to consider gradual reintegration of any student who has gained sufficiently in confidence and ability to be able to cope in a large group situation.

## **The Curriculum**

Small Haven School offers a broad and balanced curriculum:

- Providing opportunities for students to learn and achieve
- Promoting 'spiritual, moral, social and cultural development'
- Promoting 'fundamental British values'

A meaningful, engaging and balanced timetable is offered with supporting schemes of work. Students study the three core subjects of English, Maths and Science. In addition they study, RE, History, Geography, PSHCE, Art, D&T, Music and PE. ICT is viewed as an integral part of learning and as well as being taught as a discrete subject is holistically taught across the curriculum. The school has interactive smart boards in all classrooms and there are enough computers in each class to allow every student access to a computer throughout the school day.

## Other Curricula opportunities

*Religious Education:* Twice a week a whole school assembly is held to which all students and staff contribute. This assembly is non-denominational and helps us establish a unified and settled start to the day. During RE lessons we explore the moral and ethical values of the major religions and philosophies of the world following the guidelines of the QCA scheme of work for RE.

*Personal, Social, Health and Cultural Education:* Much of the work done in this area is about fostering secure, respectful interactions within the school and in wider society. We place a lot of emphasis Fundamental British Values and on a caring and sharing attitude towards each other and help students to develop respect for themselves as well as others. PSHCE is timetabled as a discrete subject but is incorporated in much of the work across the curriculum. This work will range from emotional literacy to personal and social education, including sex education. There are opportunities for individual tutorials to allow for counselling and student self-evaluation.

As a school we work hard to raise awareness of the wider world and *Community Cohesion*. We have raised money for a number of local & National charities. We have completed sponsored walks for Sports Relief and baked cakes and washed cars for Red Nose Day. We regularly support other charities such as 'Love in a Box', 'Jeans for Genes' day and Deal food bank. The school has also signed up to Global Gateway an international schools linking organisation.

## Special Educational Needs

Most students arrive at Small Haven School with a Statement of Special Educational Needs/EHCP. Occasionally, the statement process is underway or pending. Most students are described as having emotional and social difficulties as their main need. Some will have mild to moderate learning difficulties or other associated learning needs.

Our objectives and principles in making provision for students with special educational needs are:-

1. Each student is given access to a broad and balanced curriculum informed by the National Curriculum, Religious Education and PSHCE. Where appropriate the curriculum is differentiated to take account of specific learning needs and to allow support for individual academic and personal development.
2. To follow the special needs of each student, as identified in his/her SEN Statement/EHCP or through school based assessment if the child is not statemented.
3. To provide individual support programmes that are regularly reviewed. Staff training in the management of students with EMSD is ongoing. Emphasis is on recognizing and rewarding positive behaviour.

The School's SEN Policy provides a plan for the whole school and for individuals to ensure that the above objectives are met. Under the direction of the Principal Head, staff work collaboratively to attain these objectives.

### **Assessment, Monitoring and Review of Needs.**

A baseline of both academic and EMSD needs is compiled for new students. Each student is observed carefully during the first few weeks and reports on his/her behaviour and ability are monitored and recorded on an Initial Assessment Report. During this time staff liaise closely with the child and his/her parents/carers and an Individual Education Plan is prepared with specific targets. These targets are monitored and reviewed on a regular basis. School reports are produced for parents /carers and students and copies sent to all relevant professionals at least twice a year. Reviews of SEN Statements/EHCP occur at least annually with the participation of all significant individuals. In addition 'looked after' children will have LAC Reviews (normally every 6 months) and Personal Education Plans. Both are the responsibility of social workers to arrange but the school attend and give significant input. Our contribution to these meetings is important not least because it is an opportunity to work closely together with other professionals and agencies concerned with individual children.

### **Student Support**

The progress of all students is monitored by Teaching staff and the Teaching Assistants (TA's) & LSA's who encourage the building of positive relationships within groups as an aid to social development and integration. Support is holistic and is provided by every member of staff, providing individual attention and allows for daily feedback and student self-evaluation. Every student has a named staff mentor to talk to as part of our SEAL programme within school. The school regards therapy as an important and valuable addition to many students' progress and therefore has links with therapists who advise and support staff on establishing appropriate methods of working with individual children.

Because of the small size of our school staff get to know the children very well, and are also encouraged to work very closely with parents and carers. Communication between the school, parents and carers is aided by a daily contact book completed by staff throughout the day and with space for parent/carers comments and observations.

### **Class Groups**

Classes are divided between KS1/KS2 and KS3/KS4 and dependent upon students' educational and social needs. Each class usually has a maximum of 6 pupils, although there are occasions where a class may exceed this number for particular group activities. Each class has an TA/LSA as well as a teacher. Teachers work collaboratively with TAs/ LSA's and the Principal Head and there are opportunities for 1:1 work in quiet rooms, the library the resource area or in the hall. Class names were chosen by the staff and students in July 17, and they were named after inspirational people. KS1 class is now Disney, KS2 class is now Christou, KS3 classes are now Nightingale & Keller, and KS4 classes are Rowling & Attenborough. We hope to have a 16 plus class by September 2018.



## Accommodation

The school is accommodated in two medium sized detached buildings. There are separate play areas provided for both the lower and upper school. Within the lower school there is a substantial sized grassed play area at the rear, a trampoline as well as a recreation area with picnic benches for a more serene play activity such as play dough or board games. Within the upper school there is also a large grassed area available for games and a recreation area with picnic benches for a more serene play activity such as drawing and connex. On occasions the lower and upper school join for special events or House games. There are two classrooms for use at KS1/KS2 with a connected resource area and a further four classrooms available in the KS3/4 groups. In addition to these facilities the school has a specialist food technology room. There is also a school hall that can be used for PE and presentations/drama etc. Our whole school assemblies are also held here. We also make use of local sports halls and community facilities such as the nearby swimming pool and parks. Computers with internet access are in all of the classrooms and are an integral part of the curriculum. There is an additional quiet room available in each side of the school to offer a sanctuary for students when they are struggling or need some mentor time. The school has a separate sick bay for students when they are unwell.



## Uniform

Students are expected to wear Small Haven School Uniform.

This comprises:-

- Navy Blue Jumper or Navy Blue Cardigan & Tie for KS3 & 4
- Royal Blue Jumper or Royal Blue Cardigan for KS1 & 2

- Black trousers or Black long tailored shorts/Black skirts or culottes for the summer.
- White shirt or White sport shirt, which must have a collar.
- Black shoes
- Black socks

School uniform is now ordered online by parents/cares directly, via School Trends Website at: [www.schooltrends.co.uk](http://www.schooltrends.co.uk) and selecting the 'parents order' tab and entering the school name and postcode: CT12 6PT. Should you require any assistance with ordering your child's school uniform, please contact the school office where we will be happy to assist?

## **COMPLAINTS PROCEDURE**

### **Making a comment or complaint about our school**

We welcome any comments you may have on the services you receive. Please speak to a staff member or complete a suggestion slip which can be found in the heads office.

All parents/carers of students in independent schools must have access to a written description of a transparent complaints procedure. Complaints will be investigated properly, considered and the findings will be made known to the directors, head of school, complainant and other relevant people about whom a complaint has been made.

Complaints involving Staff will be dealt with along the Grievance Procedure guidelines, and may ultimately involve the Directors.

### **Do you have a complaint?**

#### **Step 1 Problem Solving**

Tell us if you are unhappy with:

- The quality of our service
- Something we have done; or
- Something we have not done.

We want to know how we can put things right. If we have made a mistake we want to learn from it so that we can improve our service.

#### **Step 2 Making a Formal Complaint**

- If you ring or speak to a member of staff within the school, we will take the details and supply you with a copy of the written record within three working days.
- If you write to us, we will acknowledge your letter within three working days of receiving it.

We will offer the opportunity for you to discuss the manner in which your complaint is to be handled and the period within which you would like it to be completed and when the response is likely to be sent.

*Putting your complaint in writing is the clearest way of making your point.*

#### **Time limit for making a complaint**

We hope that most problems can be sorted out easily and quickly, often at the time they arise and with the person concerned. If your problem cannot be sorted out in this way and

you wish to make a complaint, we will acknowledge receipt of your complaint within 3 days and notify you of the outcome of the complaint within 28 days of your complaint being received.

**If you are not satisfied?**

**Step 3**

If you are not satisfied with the outcome of the local resolution you can contact the Company Directors. We will give you their name and contact details in our response to your original complaint.

The Directors will meet to look at your complaint and within 24 hours will make recommendations which, will be given to you, together with their reasons.

Written records are kept of all complaints made and their outcomes, whether they were resolved at stages 1, 2 or 3. All records relating to complaints are kept confidentially but are available for inspection by OfSTED inspectors or by HMI

**Points to Remember....**

If you find difficulty in explaining your problem, ask a relative or friend to help you. Try to remain calm when making your complaint. We appreciate that your problem may be making you angry but it will help you to make your ‘point’ more clearly if you are not distressed.

**COMPLAINTS FOR THE EDUCATION YEAR SEP2016/JULY2017**

<b>Complaint made by</b>	<b>No.</b>	<b>Upheld</b>
Students	0	0
Parents/Carers	0	0
Local Authorities	0	0
Neighbours	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>

**Student Prospectus**

The student prospectus is available to all placing authorities, prospective students and their families these will be sent out upon application for a school placement at Small Haven School.

**Curriculum Complaints Procedure**

Parents or carers concerned about the quality of education offered at Small Haven School should contact the school's management immediately. Parents/carers are assured that any complaint will be given prompt serious consideration.

**ADMISSIONS**

**Admission Criteria**

Students who attend Small Haven School have usually had large gaps in their education prior to coming to us and will be unable to maintain a place in a mainstream school. The students will be considered to have EMSD as their main need but may well have other

associated learning needs such as MLD, ASD, ADHD, ODD etc. Small Haven School is able to admit both boys and girls aged between 6 and 16 working in Key Stages 1,2,3 and 4. All admissions to the school will be made in line with the School Admissions Policy.

### **Admissions Procedure**

Students admitted to Small Haven School will normally have been initially referred by their Local Authority (LA). A potential student's statement/EHCP, and/or other relevant reports will be studied and if the school believes it may meet the child's needs the parents/carers will be invited to visit the school with other relevant professionals. This visit involves a discussion about school policies, expectations and methods of working. Most importantly it will include a tour of the school and a chance to meet staff and students. If the parents are happy with the school then the principal head will arrange to observe the child in their current school setting.

If all concerned are agreed that the needs of the child can be met by Small Haven School arrangements for admission will be made. The Principal Head will arrange for a starting date which may be the beginning of a careful integration period.

**Behaviour & Discipline & Exclusions Policies (please see these policies on the schools website)**



### **Contact us**

Please do not hesitate to contact us for further information or to make an appointment to visit and look round. You will be made most welcome.

Miss Stacey White  
Principal Head

## Staff Structure

### Senior Leadership Team

Name	Title	Qualification
Marissa Morgan	Director of Education & Deputy Lead Child Protection Officer	Graduate ship in Management City & Guilds Fellow of the Institute of Leadership and Management Licenteship of City & Guilds in Management NVQ - Operational Management level 5 Advanced Care Management 325.3 NVQ level 4 in care Diploma in Therapeutic Childcare and Education Diploma in Welfare Studies D32, D33 & D34 Awards Designated Child Protection Safer recruitment in education
Michael Morgan	Director of Finance and Development	Certificate in Bookkeeping C & G Institution of Occupational Safety and Health (iosh) C& G Level 3 Management of Electrical Equipment Maintenance C&G Level 3 Inspection and Testing of Electrical Equipment (Pat testing)
Stacey White	Principal Head & Designated Lead Child Protection Officer & SENCO	Masters of Professional Practice (Child & Adolescent Psychoanalytic Psychotherapist) Masters in Psychoanalytic Observational Studies Degree in Psychology, THRIVE Practitioner Designated Child Protection, Safer recruitment in Education

### Middle Management Team

Name	Title	Qualification
Louise Zebua	Teacher	PGCE 7-14 English Specialist, TESOL certificate, BA (Hons) Public Administration and Managerial Studies, 2:1
David Gwyther	Teacher	PGCE Post Compulsory, BA Media and Cultural Studies (1 <sup>st</sup> ), BTEC National Diploma in Health & Social Care, GNVQ Intermediate Information Technology
Collette Kermod	Instructor/Occupational Therapist	Bachelor of Science with Honours in Interprofessional Learning- Occupational Therapy C&G TA/ NVQ Level 3 CACHE Level 3 Certificate in Child-minding C&G Hairdressing Level 2
Rachel Moss	Teacher	Diploma in Teaching in the Lifelong Learning Sector (DTLLS) level 5 Bachelor of Arts Degree Culture, Media and Communications 2:1 7307 Certificate in Teaching Adult Learners C&G Level 3 in Assessing Vocational Achievement Cert TESOL Level 5 Certificate in Teaching English to Speakers of other Languages Ascentis Level 2 Certificate in Mental Health Awareness
Amy Barnes	Teacher	PGCE English, Media and Drama BA (Hons) 1 <sup>st</sup> English Literature
Christine Mackenzie	Teacher	QTLS PGCE Post Compulsory Education BA Hons English Diploma H.E. Nursing Studies
Ross White	Project Manager	PRINCE2 Practitioner Certificate in Project Management, Institution of Occupational Safety and Health (iosh), C&G in plastering

## Class Support

<b>Name</b>	<b>Title</b>	<b>Qualification</b>
Tim Catherall	Teaching Assistant & Deputy Lead Child Protection Officer	Drawing & Talking Practitioner, Diploma in Therapeutic Child Care & Education, NVQ Level 4 in management, NVQ Level 4 RMA, NVQ Level 3 CYCP, Designated Child Protection
Simon Johnson	Learning Support Assistant	Honours Degree in Environmental Studies BTEC NVQ Level 3 information systems, design and production BTEC NVQ Level 2 Software production
Michael Morgan	Teaching Assistant & PE Co- ordinator	Qualified TA Level 3 Award, STA Level 2 Award in Safety for Teachers (Swimming),
Clare Norris	Teaching Assistant	Qualified TA level 3 Award, Speech & Language, Sociology, Level 2 STL
Natasha Cooper	Teaching Assistant	Qualified TA Level 3 Award
Katie Wilford	Teaching Assistant	Qualified TA Level 3 Award
Sophie Gunn	Teaching Assistant	Post Graduate Certificate in Education BA/BCs hon Early Childhood Studies with Psychology Degree
Robert Zebua	Teaching Assistant	Post Graduate Certificate in Education BA (Hons) Commercial Music BA (Hons) Architecture
Kieron Heydon	Teaching Assistant	Specialist Support for Teaching & Learning Diploma Level 3
Kim Norcross	Teaching Assistant	Qualified Level 3 Education & Care Award



### **Brief history of NASS**

The National Association of Independent Schools & Non-Maintained Special Schools (NASS) is a membership organisation working with and for special schools in the voluntary sector within the UK. Its aim is to provide information, support and training to its members through a range of media in order to benefit and advance the education of young people with special educational needs.

NASS was formed in 1997 to represent non-maintained and independent special schools which are run by charities, a small but significant part of the education provision in this country catering for some 5000 of the UK's most vulnerable children all of whom are placed in our schools by local authorities. From 2000 private independent special schools have been able to join as associate members. It is the only national organisation representing special schools in the voluntary and private sectors. The vast majority of voluntary sector special schools are NASS members. Voluntary and private special schools represent about one eighth of the total number of special schools in England.

NASS works in partnership with a number of organisations and acts as a voice for special schools, raising concerns on issues affecting young people with special educational needs and their families. NASS takes a lead role in lobbying to influence government policy and bring about lasting change. It initiates and develops guidelines and procedures to further promote the standards of service, administration and management within its member schools and organisations.

NASS has grown rapidly since its inception and now has over 100 schools and organisations as members. As a developing organisation NASS endeavours to pursue opportunities to assist its members and organisations as service providers.

### **Mission Statement**

NASS exists to promote the role of high quality specialist provision within a modern inclusive education service which respects the choice of children, their families and carers, enables all children and young people to receive an education which is appropriate to their education and social needs and provides the maximum opportunity for all children to participate fully educational, employment, consumer, recreational, community and domestic activities that typify society.

NASS is a company limited by guarantee, number 3774801 and a registered charity number 1083632

### **The objects of NASS are:**

1. to promote the benefit and advance the education of young people with special educational needs;
2. to promote high quality standards of service, administration and management within its member schools and organisations;
3. to promote the interests of its member schools and organisations as service providers;
4. to encourage appropriate practice and collaboration among member schools whilst recognising their autonomy; and
5. to develop where appropriate joint guidelines or codes of practice to serve as standards for members