



## CANDICE EDUCATION SERVICES Ltd

146 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)



# SMALL HAVEN SCHOOL

An Independent Special School approved by the Department of Education and Skills

146 Newington Road,  
Ramsgate, Kent CT12 6PT  
Telephone: (01843) 597088



## HEADTEACHER

Don Wilton, B.A. (Hons), Cert Ed., Dip TESL

## *Directors*

Mrs. Marissa Morgan, FInstLM, GCGI, Dip. RSA, Mr. Michael Morgan, Cert IOSH  
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  
WC2B 6SE

Telephone: (08456) 404040

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

Mowden Hall  
Staindrop Road  
DARLINGTON  
DL3 9BG

Telephone: (0870) 0012345

# Candice Education Services

## INTRODUCTORY PROFILE

Marissa and Michael Morgan opened the school on the 3rd May 2005 and the school was granted Approval status as an Independent Special School on Monday 19th March 2007. Small Haven School is in the pleasant seaside town of Ramsgate, Kent. As an Independent Day School it serves children placed by wide number of Education Authorities. It is increasingly accepting referrals from the 'home' authority of Kent (KCC) taking in children from both East Kent and Mid Kent.

## OUR MISSION STATEMENT

*We educate and empower students to reach their full potential*



**PROSPECTUS**  
**Small Haven School**  
146 Newington Road, Ramsgate, Kent.  
Tel: 01843 597088

## Staffing

The Headteacher is Mr Don Wilton who has more than fifteen years experience of working directly in the Independent Special Needs Sector. 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. Learning Support 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.

Directors:	Mrs. M. J. Morgan, FInstLM, GCGI, Dip. RSA Mr. M. J. Morgan, Cert Iosh
Headteacher	Mr. Donald Wilton, B.A. (Hons), Cert Ed., Dip TESL
Teaching Staff	Teacher- Miss Caroline Vine, B.A. (Hons), PGCE Teacher- Mrs Maureen Berkeley Lemley Instructor- Meghan Smith, BA in Sociology
Project Manager:	Mr. Ross White
Pastoral Support Worker	Ian McFadyen
Learning Support Assistants	Lisa Mitchell Simon Johnson Michael Morgan
Cover LSAs	Tracy Goodman Lloyd Ghose Kerry Smith
D.f.E.S. No:	886/6103
Day Students:	Maximum No. 16 aged 5 to 16 years Key-stages 1, 2, 3 and 4

## INDEX

Page 3	Introductory Profile Mission Statement
Page 4	Management Structure Staffing List
Page 6	General Information
Page 7	School's Mission Aims and Objectives
Page 8	The Curriculum Other Curricular Opportunities ( <i>RE/PSHCE/Community Cohesion</i> )
Page 9	Special Educational Needs
Page 10	Assessment, Monitoring and Review of Needs Student Pastoral Support Class Groups
Page 11	Accommodation Uniform
Page 12	Complaints Procedure
Page 13	Student Prospectus Curriculum Complaints Procedure Admissions Rewards & Sanctions, Discipline & Exclusions Policies Contact us
Page 14	Terms and Conditions
Page 15	Key Principles of a Therapeutic School Community
Page 16	NASS
Page 17- 19	Staffing Structure & Qualifications
Page 20- 23	List of School Policies & Procedures
Appendix 1	Pupil Discipline & Rewards Policy
Appendix 2	Pupil Exclusion Policy

## GENERAL INFORMATION

Small Haven School is a very small day school which specialises in working with students who have emotional, social and behavioural difficulties (ESBD). It aims to work in a therapeutic manner. Small Haven School is registered with the DfE as an Independent Special school and has approved status. It is registered for up to 16 students aged between 5 and 16 years across KS1/KS2/KS3 and KS4. Ofsted are directly responsible for inspecting standards within the school.

Our small campus provides a safe environment for students who previously may have experienced insecurity and failure in other educational settings. Small Haven School aims to promote the social needs of students and allow them to experience “going to school” like all other children.

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.



## **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 their return to mainstream education if appropriate. Working in partnership with parents/carers we will address their educational and personal development needs through Individual Educational Plans & Individual Behaviour 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 sixteen students within the five to sixteen years age band, who are unable to attend mainstream education, and may have emotional, social and behavioural 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 and balanced curriculum including the National Curriculum, 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 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 in accordance with the National Curriculum which has the stated aims of:

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

A balanced timetable is offered covering all areas of the National Curriculum with supporting schemes of work. Students study the three core subjects of English, Maths and Science. In addition they study, History, Geography, PSHCE, Art, D&T, Spanish, 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 two interactive whiteboards in the main teaching bases 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:* Each day starts with a whole school circle assembly 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 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 charities. We completed a sponsored walk for Sports Relief and raised £500. We also had enormous fun in March, and raised a similar amount for Red Nose Day. In the past we have supported charities such as 'Love in a Box'. Our 'Jeans for Genes' day was a very successful musical activity day. 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. Occasionally, the statement process is underway or pending. Most students are described as having emotional, social and behavioural difficulties as their main need. Some will have 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 including the National Curriculum, Religious Education and PSHCE. Where appropriate the curriculum will be 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 or through school based assessment if the child is not stated.
3. To provide individual behaviour management programmes that is regularly reviewed. Staff training in the management of students with EBD 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 headteacher, staff work collaboratively to attain these objectives.



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

A baseline of both academic and ESBD 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/carer and an Individual Education Plan is prepared with specific targets. These targets are monitored and reviewed on a regular basis. Brief weekly and larger termly reports are produced for parents /carers and students and copies sent to all relevant professionals. Reviews of SEN Statements 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 Pastoral Support**

The progress of all students is monitored by Teaching staff and the Learning Support Assistants (LSA's). LSA's encourage the building of positive relationships within groups as an aid to social development and integration. The school's Pastoral Support Worker (PSW) provides individual attention in the form of tutorials which allow for counselling and student self-evaluation. In addition, 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/carer 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 LSA as well as a teacher. Teachers work collaboratively with LSA's and the Pastoral Support Worker and there are opportunities for 1:1 work in quiet rooms, the library the resource area or in the hall. Class names are Ash, Elm, Oak and Rowan.



## Accommodation

The school is accommodated in two medium sized detached buildings. There is a hard surfaced play area at the rear (with swings) and a grassed recreation area. There are two classrooms for use at KS1/KS2 and a further two classrooms in the KS3/4 area. In addition to these facilities the school has a specialist food technology area. There is also a small hall that can be used for PE and presentations/drama etc. Our daily circle 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. The library has a good range of reading books and reference materials and the school now boasts a DT workshop. There are also two additional one to one rooms available for individual work or as quiet space for students when they are unwell.



## Uniform

Students are expected to wear Small Haven School Uniform.

This comprises:-

- Navy Blue Jumper or Navy Blue Sweatshirt
- 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



'Reverse' School uniform day!

## **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 MAY2011/MAY2012

Complaint made by	No.	Upheld
Students	3	1
Parents/Carers	1	0
Local Authorities	0	0
Neighbours	0	0
<b>TOTAL</b>	<b>4</b>	<b>1</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 EBD 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 5 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, and/or other relevant reports will be studied and if the school believes it may meet the child's needs they will be invited to visit the school with parents/carers or 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 all concerned are agreed that the needs of the child can be met by Small Haven School arrangements for admission will be made. The headteacher will arrange for a starting date which may be the beginning of a careful integration period.

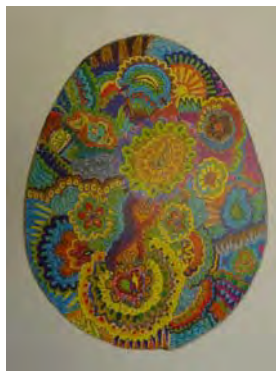
### Rewards & Sanctions, Discipline & Exclusions Policies see Appendix 1 & 2

### 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.

## Terms and Conditions of Placement

1. The weekly fees are £653.11 and will be invoiced monthly in advance (52 weeks of the year).
2. In the event of a child's absence from the school for whatever reason fees will remain payable. Fees will be invoiced direct to the referring agency at all times, who will be responsible for ensuring payment.
3. Invoices are payable 14 days from the date of invoice. In the event of any default of payment interest will be charged on outstanding accounts at 3% above the base rate of National Westminster Bank Plc.
4. Should a child leave without prior written notice or not as a result of a review, then **one terms notice or fees in lieu** will be required. Notice to leave the school must be in writing, and the terms notice (or more if given) will be charged from the date of the letter of notice.
5. Fees are reviewed annually and will be notified during January for application on 1st April and are inclusive of all activities and equipment.
6. The School reserves the right to terminate any placement at its absolute discretion although we operate as far as is possible a non-exclusion policy.
7. Small Haven School cannot accept responsibility for any personal possessions brought into the centre.
8. The following items should be supplied to Small Haven School on Admission:
  - \* Completed application form and accepted Terms and Conditions.
  - \* Statement of Special Educational Need if applicable.
  - \* Care Order if applicable
  - \* Copy of the Referring Agency's Complaints Procedure



## Key Principles of a Therapeutic School Community

Small Haven School adheres to the therapeutic community and psychodynamic model and the *key principles are as follows:*

- **Attachment** (A community culture that engenders a sense of belonging and personal value)
- **Containment** (A community that can tolerate and support its members with emotional distress and its manifestations and at the same time create an environment that has clear boundaries and expectations.)
- **Communication** (A culture that encourages openness, questioning and enquiry to create a sense of being part of a group that is open to influence and change)
- **Involvement** (A place where all aspects of the daily life of the community are of interest and concern and open to examination by all staff and students. A, "what I do affects you and what you do affects me" culture.)
- **Responsibility** (acknowledgement that students and staff all have contributions to make to the life of the organisation and that authority exists between people and does not only reside in individuals or in policies)

(Following Haigh R. 1999 *Therapeutic Communities Past, Present and Future. Ch.20. Pub. Jessica Kingsley*)





### **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

## SMALL HAVEN SCHOOL STAFFING STRUCTURE

Name	Position	Date of Birth	CRB Check	Start Date	Qualifications	Relevant Experience	Training
Marissa Morgan	Director of Education	30.10.1961	Secretary of State 8.10.10	12.05.03	D32, D33 & D34 Awards. NVQ - Operational Management level 5. Diploma in Welfare Studies Advanced Care Management 325.3. NVQ level 4 in care. Licenteship of City & Guilds in Management Fellow of the Institute of Leadership and Management Graduateship in Management from City & Guilds. Diploma in Therapeutic Childcare and Education.	Marissa was the Operational Director at Lynstead Children's Services from 1999. Prior to coming into the childcare sector Marissa was the registered manager for 8 years of a home for elderly residents suffering predominantly from Alzheimer's Disease, she was also one of the first Kent Independent Visitors for local looked after children. Marissa started her career working with children at Lanthorne hospital at the age of 16 and also worked as a domiciliary carer for the Kent's linked service centres.	First aid, fire training, health & safety, child protection 1 & 2, physical intervention, manual handling, stress management, supervision, Foster care training, business management, finance, marketing, Investors In People, protecting children & health & hygiene, Disciplinary Proceedings, Performance Management & Conflict Resolution Workshop, Team Teach, t, Promoting Education, Autism Awareness. Non Abusive Psychological & Physical Intervention (NAPPI). Level1&2, safe administration of medication, safeguarding in education, designated child protection training
Michael Morgan	Director of Finance and Development	30.08.1958	Secretary of State 8.10.10	12.05.03	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)	Mick worked as the maintenance manager for 9 years for Lynstead Children's Services maintaining all of their homes and schools. Mick is fully aware of health and safety and the need to protect himself and his staff when working with vulnerable children. Prior to working with looked after children Mick worked for Her Majesty's Civil Service for 11 years.	osh, First Aid, Supervision and appraisal training, painting and decorating, plumbing, plastering & general maintenance, budget setting & basic accountancy, NAPPI 1&2, fire training, child protection, autism
Donald Wilton	Head of School  <i>Full Time</i>	11.04.50	9.11.10	16.04.07	Bachelor of Arts (Hons), Cert Ed. Dip TESL Diploma in Therapeutic Childcare and Education. VRQ Level 3 in Safeguarding Children and Young People	Donald has been teaching since 1972, working in a range of establishments from pre-school to further education. He has worked directly in EBD schools since 1998.	Donald has attended several courses over the last five years, including: Induction, Introduction to Transactional Analysis, a range of courses relating to Looked After Children, managerial and practical courses relating to Care and Education, Therapeutic Crisis Intervention, Child Protection – Signs and Symptoms, and Effective Practice, Team Teach. Risk Assessing Young People and Activities. Team Teach Refresher. NAPPI 1&2, Designated child protection training, autism

Caroline Vine	Senior Teacher <i>Full Time</i>	13.09.58	7.10.09	3.05.05	Bachelor of Arts (hons), Postgraduate Certificate in Education.  Diploma in Therapeutic Childcare and Education.	Following her qualification Caroline chose to go to Brewood as a Classroom Assistant whilst her own children were young. She began teaching at Brewood in 1998 and transferred across to Small Haven School in May 2003. Caroline has had years of experience working with students with special educational needs.	Induction, Appointed Person First Aid, Basic Food Hygiene, Fire Safety, Child Protection, Drugs Awareness, Care Planning & Keywork, the Many Meanings of Play, Transference and Counter-transference, Defining a Therapeutic Culture, Therapeutic Work with Children, School Improvement Planning Workshop, Basic 12 hour Team Tech, Autism Awareness, What is Therapeutic Childcare? Great Expectations – Looked After Children & Sexual Health. Hepatitis and HIV. Team Teach Refresher. NAPPI1&2. Dyslexia awareness, autism.
Maureen Berkeley Lemley	Teacher <i>Full Time</i>	15.09.53	27.07.10	01.09.10	Diploma in Education	Maureen has been teaching at Central Park Primary School Newham since November 2008. Prior to that she worked as a supply teacher in independent and state schools. Maureen has over 32 years teaching experience including working with SEN for the last 4 years.	Induction, Certificates in, managing positive behaviour, teaching mixed ability classes, managing extremes of behaviour, overcoming mathematics, safeguarding level 3, NAPPI 2, first aid, food hygiene, health and safety, ADHD awareness, autism, child protection
Ross White	Project Manager <i>Full time</i>	28.10.81	17.02.10	04.01.10	C&G in plastering Working towards a Diploma in functional skills entry level 2	Before Ross joined Small Haven School as Project Manager he was running his own company for 5 years as a plasterer and successfully acquired big contracts in London. Ross has vast experience of sales and marketing and hopes to bring this experience to his current post.	Induction, C&G in plastering, first aid, health & safety, sales and marketing, basic budget awareness, fire training. NAPPI 1&2, Safeguarding level 3, first aid, health & safety, fire training, e-twinning, autism, child protection
Ian McFadyen	Pastoral Support Worker  <i>Full time</i>	26.02.78	12.12.09	03.11.08	NVQ Level 3 in Care  VRQ Safeguarding	Ian was employed with LCS as a SRCW from 20.12.06 and had 4 years experience working with children in residential care. Ian joined Small Haven School in November 2008 as the pastoral support worker.	Induction, First Aid, Team Teach, Health and Safety, Medication, Autism Awareness, Fire Safety Awareness, Risk Assessing Young People and Activities, Safeguarding inc Towards Safer Care Guidance, Great Expectations – Looked After Children & Sexual Health, Team Teach Refresher, Whatever – Supporting Young Peoples Self Esteem & Inspirations, What is Therapeutic Childcare? Understanding OCD's, Identifying and Managing Stress within Social Care Work, Working with Young People that Self-Injure. Team Teach Refresher. Emergency 1 <sup>st</sup> Aid Appointed Person. Medication. NAPPI 1&2, Pastoral child protection

							training, food hygiene, health and safety, medication administration, cyber bullying.
Lisa Mitchell	Learning Support Assistant  <i>Full time</i>	30.07.67	11.10.10	06.09.07	City & Guilds in hairdressing	Lisa worked in the hair industry up until 1990. Since September 1999 Lisa has been working in schools as a volunteer and then into paid employment and worked with students with special needs since 2004.	Induction, Team Teach. Food Hygiene. Emergency 1 <sup>st</sup> Aid Appointed Person. Team Teach Refresher. Safeguarding Refresher. Understanding and working with aspergers, autism and ADHD. Identifying and Managing Stress within Social Care, NAPPI 1&2, ADHD awareness, ASD awareness, medication administration, Dyspraxia, autism, child protection
Simon Johnson	Learning Support Assistant  <i>Full Time</i>	14.2.68	01.10.09	05.10.09	Honours Degree in Environmental Studies BTEC NVQ Level 3 information systems, design and production BTEC NVQ Level 2 Software production Working towards LSA level 3	Simon attended Christchurch College to study PGCE in September 05 but left to become a full time dad. Simon worked at Hope View School as an LSA for 2 years until 2009.	Induction, Team Teach NAPPI training Non abusive psychological & physical Intervention, Pastoral child protection training, first aid, fire training, anger management, anxiety and mood disorders,
Michael Morgan	Learning Support Assistant  <i>Full time</i>	31.07.90	07.06.10	7.06.10		Michael has been a prison officer since January 2010. Prior to that he was a butcher's assistant and worked for a children's organization as a maintenance assistant.	Child protection, first aid, fire training, health & safety, NAPPI, safeguarding, food hygiene, Autism
Alan Champs	Cleaner  <i>Part Time</i>	26/07/54	21.10.2010	18.06.07	NVQ Level 3 in training & development, Assessor & IV, Stage 1 FE teachers award	Alan is a qualified bricklayer and worked in that industry until 1986 when he moved into the teaching sector which he did for over 7 years. Alan has been a cleaning operative since 2004.	Induction, Health & Safety training, induction in cleaning,
Meghan Smith	Instructor <i>(unqualified teacher)</i>	15/11/11	09/11/11	16/11/11	Diploma of graduation Degree of Associate in Arts (liberal studies) Bachelor of Arts in Sociology Completing masters in Special Education (July 12)	Meghan has experience of working therapeutically with students on the autistic spectrum disorder. Since leaving high school in America she has been studying for her masters degree in special education.	Induction, safeguarding, health & Safety, NAPPI instruction, Autism, child protection
Tracy Goodman	Learning Support Assistant  <i>Cover/flexi</i>	19/11/63	05/01/12	05/01/12	BA Hons child and youth studies Higher level teaching assistant qualification	Tracy has over 9 years experience of working in a variety of mainstream schools	Induction, NAPPI instruction, child protection, Autism
Lloyd Ghose	Learning Support Assistant  <i>Cover/flexi</i>	15/03/85	22/02/12	09/01/12	HND in Forensic Science Certificate in Health & Fitness	Lloyd has done voluntary work in a mainstream primary school	Induction, NAPPI instruction, child protection, Autism
Kerry Smith	Learning Support Assistant  <i>Cover/flexi</i>	13/09/72	17/01/12	09/01/12		Kerry has six years experience of working in a mainstream school within their SEN department	Induction, NAPPI instruction, Autism, child protection

# Candice Education Services Ltd

**NaSS** & OfSTED Registered & Approved

## **Small Haven School**

146 Newington Road, Ramsgate, Kent CT12 6PT  
Telephone/Fax: (01843) 597088

### List of School Policies

Accident & Emergencies	Collective Worship
Adult Volunteer Helpers	Community Cohesion
Alcohol & Drugs	Complaints
Absence on Medical Grounds	Conditions of Service
Attendance and Truancy	Curriculum
Attendance & Training	Charities
Asbestos	Charging Staff Policy
Asthma	Continuing Professional Development
Accessibility Plan	Contract of Employment-Temporary Employees
Admissions & Attendance Registers	Contract of Employment-Fixed Term
Admissions	Community Links
Anti bullying & Harassment at the Workplace	Communicable Diseases
Anti-Cyber Bulling Policy	CCTV
Anti litter	COSHH
Administering Medication	Confidentiality
Assessment	Cleaning
Buildings Maintenance	Copyright
Bereavement Policy	Child Employment & Children in Entertainment
Budgeting & Finance Planning	Child Gone Missing on or off Site
Charges, Voluntary Contributions & Remissions	Child Protection

CRB Disclosure Checks  
Critical Incidents Policy  
Disciplinary Procedures  
Dyslexia Friendly School  
Diabetes Policy  
Display Screen Equipment  
Dedicated Headship Time  
Data Protection Procedures  
Disabled Access  
Display  
Dealing with Allegations against School Personnel  
Dress Code Policy  
Drugs Misuse  
Equality  
Ethos  
Extended Schools  
Equal Opportunities  
E-Safety  
Emotional Health & Wellbeing of Children & Young People  
English as an Additional Language  
Electrical Safety  
Epilepsy Policy  
Educational for Sustainable Development & Global Citizenship  
Energy Management  
Eco School  
Extra Curricular Activities  
Energy Management  
Fire Safety & Evacuation of the School Building Policy  
Freedom of Information  
Food  
Financial Education  
Facilities management  
Grounds Maintenance  
Gender & Racial Equality  
Grievance Procedure

Health & Safety Responsibility  
Home School Agreement  
Homework  
Head Lice  
Health & Wellbeing of school personnel  
Health & Safety & Welfare Induction  
Intimate Care  
Intruders  
Inclusion  
Induction of New Staff  
Internet Social Networking Websites Policy  
Key Skills  
Looked After Children  
Liaison  
Links with Industry  
Lone Workers  
Leadership & Management Structure  
Lunchtime Supervision  
Library  
Lines of Communication  
Manual Handling  
Medical & First Aid Policy  
Meetings  
Management of Health & Safety Regulations  
Marketing the School  
Marking & Feedback  
Monitoring & Evaluation  
More Able & Talented Children  
Mental Health  
Newly Qualified Teachers  
No Smoking  
New & Expectant Mothers at Work  
Outside Agencies  
Pay  
Performance Management

Positive Handling  
Parent Involvement  
Photographic & video Images Policy  
Positive Handling Policy  
Pupil Behaviour & Discipline Policy  
Pupil Exclusion  
PE Safety  
Portable Appliance Testing  
Premises Management  
Reporting of Injuries Diseases & Dangerous Occurrences  
Parental Responsibility & Change of Name  
Parenting Contract  
Parents Teachers Association  
Parents Teachers Consultation  
Pastoral Care  
Pupil Supervision  
Procurement  
Police & the School Liaison Programme  
Recycling & Waste  
Risk Management  
Recruitment  
Register of Business Interests of Headteacher & Governors  
Restraint of Pupil  
School Council  
School Prospectus  
Sex & Relationship  
Special Educational Needs & Disability Policy  
Staff Capability  
School Effectiveness Framework  
Self Evaluation & School Development  
School Travel Plan  
Sustainable Development  
School Documentation  
School Office management  
School Toilets

Stress Management  
Swimming Safety Policy  
School Uniform  
Supervision of Pupils Policy  
School Environment  
School Minibus  
School Sports Facilities  
Signs in School  
Social Networking  
Staff Absence & Leave  
Support Staff  
School Fund  
Safeguarding & Child Protection Policy  
Safer Recruitment  
School Personnel Code of Conduct  
School Security  
School Trips  
Sick Child  
Students on Placement  
Sun Protection  
Transport  
Teaching Staff  
Time Management  
Troubled and Vulnerable Children Policy  
Target Setting  
Travel Code  
Teaching Hours  
Uncollected Child  
Vision into Action  
Visitors & Contractors  
Violence in Schools  
Vulnerable Children  
Working at Height  
Worklife Balance  
Workplace Environment

Whistle Blowing  
Workforce Remodelling  
Wraparound Care  
Outdoor Education  
Social and Emotional Aspects of Learning (SEAL)  
Spiritual, Moral, Social & Cultural Development  
Teaching & Learning  
Art & Design  
Design & Technology  
English  
Foundation Stage  
Geography  
History  
ICT  
Mathematics  
Modern Foreign Language  
Music  
PE  
PSHE  
RE  
Science

