

Specialist residential and day services in  
Asperger syndrome and complex needs

## Southlands School

Boys | 7 – 16 years | 38 Week



# Welcome



We are one of the UK's leading providers of specialist services in education, mental health rehabilitation and learning disabilities. We provide services for over 1,300 individuals across 70 services; we work with 140 public authorities and employ more than 3,500 people.

Although our work embraces many specialist disciplines, it is united by a common purpose: To actively enable each and every one of the people in our care to achieve their personal best, however it is defined by them or for them.

**Everything we do is directed towards achieving this aim.**

#### Image disclaimer

Cambian are grateful to our students' parents and staff who have given permission for the images to be used in this prospectus.

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# A Welcome from the Head



Dear Students, Parents, Friends,  
Carers and Professionals,

## **Welcome to Southlands School, a place to be different.**

I am pleased to write these few words of welcome on behalf of the students and staff of Southlands School, and the Board of Cambian Group. The process of moving to a new school is a daunting experience, and thinking about a move to a specialist residential school will no doubt fill your minds with questions.

We will all do our best to inform you and help you with this important decision, and ensure any transition to Southlands is as stress free as possible. This prospectus has been designed to help you find out about the school, its students and staff, its routines and everyday life, and about Cambian.

No booklet can convey everything that you might like to know, but it is a starting point, and once you have read it, I would encourage you to come and see us, ask questions, talk to students and staff, and gain an understanding of the school. I hope that, should your son join us, he will enjoy and benefit from the Southlands experience.

Warm regards

**Naomi Clarke**

BEd, Dip Ed, SEN, AMBDA



# Southlands School Introduction

Southlands School is one of Cambian's schools and colleges for children and young people on the Autistic Spectrum.

#### **Student Profile**

- Primary diagnosis of ASD, often with co-morbid conditions
- Complex needs
- A history of challenging behaviour
- Often multiple exclusions and placement/family breakdowns

In common with the established aims of the Cambian Group, Southlands School exists to help students achieve their full potential by providing and outstanding quality of education to boys and young men aged 7 – 16 who are experiencing difficulties as a result of Asperger syndrome, and other associated difficulties falling within the Autistic Spectrum.

#### **Our aims**

The purpose of the school is to prepare students for the demands of adult life through staff expertise and specialist approaches, including a nurturing environment which encourages students to flourish academically, socially, emotionally and spiritually.

We use therapeutic support and appropriate educational, social, emotional, and spiritual programmes which take account of AS learning styles. Individualised plans are designed to meet specific needs, and these plans form the basis of the three-way partnership between student, school and family.

Our work is based upon understanding the ability of the student to manage academically, socially and emotionally as an individual, as part of a group, as part of his family and as part of the wider community.

'Students make outstanding progress in relation to their starting points because teaching is effective, therapeutic support is excellent and the outstanding curriculum meets students' specific needs.'

Ofsted report, December 2011

# Statement of Purpose and Introduction

## Southlands School

### We aim to achieve this by:

- Providing an environment in which everyone feels safe.
- Establishing a moral framework within which each individual is valued and respected.
- Providing a 'waking day' programme of specialist support, guidance and teaching.
- Working in partnership with families and external agencies.
- Celebrating the strengths of each individual including respecting and accepting the qualities of AS.
- Nurturing the potential of each student including offering possibility, not false hope.
- Considering carefully the social and emotional needs of each student and then working to address those needs.
- Developing the skills and understanding necessary for making informed choices.

The school currently has 54 residential places and a number of day places for students who live nearby. Southlands School has DfE approval to provide residential education services to boys aged between seven and sixteen years of age. The school operates for 38 weeks of the year and both education and residential accommodation are contained within one campus. Students usually stay for at least five years.

Post-16 places are available at The Wing Centre in Bournemouth.

All students have a Statement of Special Educational Needs and have received a diagnosis, which puts them in the average or upper ability range of the Autistic Spectrum, usually Asperger syndrome or High Functioning Autism. Other associated difficulties such as ADHD, dyslexia and dyspraxia can be accommodated where such difficulties occur with or as a result of the Autistic Spectrum Disorder, not in place of it.

Southlands' students generally have a full-scale IQ level indicating average, above average, and higher ability, but demonstrate difficulties in a range of key areas of development affecting everyday life, that belie this ability and reduce performance. These difficulties may embrace social understanding and communication, flexibility, coordination and sequencing, attention and concentration. Some students may also experience global or specific learning difficulties of a moderate nature. Challenging and manipulative behaviour is also a common feature of the school population at Southlands.

Our total commitment to high quality care and education for our students in all our schools and colleges guarantees provision that students, their parents, and Local Authorities have come to expect. We pledge to continue and advance the development of all our services equally to our students, staff and placing authorities.



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**DfE Reg No 850/6030**

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#### Head:

Naomi Clarke BEd, Dip Ed SEN, AMBDA

#### Deputy Head:

Andrew Simmons

#### Care Services Manager:

Gavin Woods

# Introduction

## Southlands School

The local area affords great opportunity for sport and leisure excursions, and the New Forest and local towns offer swimming, shopping, cinema, riding, sailing, restaurants and other social activities.

### Our approach

The school's philosophy and approach is based on non-aversive positive approaches to behaviour change, and an AS-friendly range of teaching styles and strategies that are needs-led, and detailed within Individual Education Plans (IEPs) and Care Plans.

High standards of appearance and behaviour are expected and a purposeful, pleasant and calm atmosphere is encouraged.

We aim to teach self-management through the provision of a range of strategies that allows students to utilize their strengths and manage their difficulties successfully. We aim to help students reduce and control their socially unacceptable and inappropriate impulses and behaviours through the structured use of positive interventions and behaviour planning, and the teaching of alternative behaviours.

Corporal punishment is neither used nor permitted. Punishment is not seen as appropriate, but an expectation that students accept responsibility and therefore the consequences of negative personal action is seen as appropriate, and in the interests of reality, natural justice and personal development. We consider such consequences essential to the teaching of rights and responsibilities, and they are always implemented. Apology, kind acts and restitution for damage, catch-up, loss of privileges, community service, and in some cases, grounding to site for a period can be expected.

In addition to these approaches the school reserves the right to exclude students in exceptional circumstances in line with Cambian policies.

### Referrals

Enquiries regarding referrals are made to the Head and the Parent Liaison Officer by parents, and Local Authority education, social care and health departments.

### Education

Southlands offer an AS-friendly primary and secondary education, broadly in line with the national Curriculum. Classes are of no more than eight students, generally grouped according to national Curriculum year groups, but with some exceptions.

Our Curriculum includes core and foundation subjects leading, where appropriate, to public examinations, such as:

- SATs.
- Computer Literacy and Information Technology awards (CLAIT) 1 & 2
- Entry Level Certificates
- GCSE at all levels (Foundation, Intermediate and Higher)
- NVQ/ASDAN
- GCE AS / A level programmes in exceptional cases if circumstances allow
- Appropriate vocational courses, work experience and careers education and guidance, developed in Key Stage 4

### Extended programmes

Practical and physical activities are high on our agenda and the Duke of Edinburgh Award Scheme and ASDAN Award Scheme offers an excellent opportunity for both and all students are encouraged to take part. Hobbies and special interests are actively supported including pottery, model railway, skateboarding, cycling, model making and a range of on and off-site interests.

The local area affords great opportunity for sport and leisure excursions, and the New Forest and local towns offer swimming, shopping, cinema, riding, sailing, restaurants and other social activities. Students are coached to develop their independence in order that they can use public transport and public facilities in a safe and confident manner.

### Accommodation

The residential accommodation is organised into eight houses, determined broadly by age and general group dynamics. Students may be involved in choice of colours when rooms are due for redecoration.

### Smoking

As with all schools now, Southlands is a smoke-free zone and smoking or the possession of cigarette lighters is not permitted on the premises – by anyone. Cambian policies also prohibit the consumption of alcohol and the use or possession of non prescribed drugs and illegal substances on Cambian sites and during all work related activities off site.

### Equality of opportunity

For students for whom English is a second language, the school will provide the necessary support.

Our Equal Opportunities and Respect for All, Race, Disability and Gender policies and our Accessibility Plan are readily available from the Admin Office and the Care Services Manager. It is given to all parents and students on admission. The Plan is reviewed annually.

### Facilities

The school comprises a large country house and grounds with additional education and residential premises close by, clustered around a courtyard.

We have an outdoor swimming pool, an angling pond, extensive grounds including a wooded area, and both grass and hard-court surfaces for recreation. There is an adventure playground in the grounds for younger students, a soft play area and a small leisure suite with gym equipment, including a multi-gym and a common room for KS4 older students. Southlands offers specialist bases for all subjects, with Science, Art and Design, Pottery, Design Technology, Information Technology (IT) and Music having traditionally based practical rooms. All classrooms offer video, computer facilities and the Internet (under close control), and teaching approaches prioritise practical opportunities in all subjects.

Food Technology/cookery and home management skills are offered in appropriate residential settings as Curriculum enhancement.

Southlands is not a secure site. Whilst we have the usual security keypads on the external doors, there are no other locked doors or gates at the school and the campus is large and open. Students have access to the grounds and it is a feature of our approach that students are trusted to stay on the site and abide by the rules and arrangements in place for their guidance and safety. Staffing ratios are set at 1:3 (one staff member for three students).



# Organisation & Structure

We use therapeutic support and appropriate educational, social, emotional, and spiritual programmes.

## **Staff team**

Cambian Group is committed to providing services of the highest quality to the young people in its care. The value placed on the important role of staff in all establishments is best reflected in our ongoing achievement of the nationally recognised 'Investor in People' award. Southlands has in excess of 150 staff, including a teaching team of ten and twelve classroom support staff.

The dedicated multi-disciplinary team of 12 professionals offer an integrated therapy service to students, parents and staff.

The care team comprises 60-plus staff with a male / female ratio of 1:3. The school is organised into separate departmental teams led by senior managers under the direction of the Head, who is the first designated person for child safeguarding purposes. The deputy is the second designated person.

## **Staff ratios**

Ratios are currently in the region of one staff member to three students across education and care. Some students receive additional support at particular periods of the day.

At Southlands, as elsewhere in other Cambian schools and colleges, all staff employed are subject to Enhanced Disclosure by the Criminal Records Bureau (CRB). This, together with established and rigorous recruitment and selection procedures, induction and probationary period, and supervision and appraisal of all staff, provides for a deterrent designed to ensure only those people who are suitable to work with our young people are permitted to do so.

# The Staff Team

We have a six-month probationary period for all staff, which includes a two-week induction training course and a further foundation training course that supports staff through probation. If the probationary period is failed then the appointment is not confirmed. Cambian's Training Department ensures training and development is well funded and given a continuing high profile in all establishments and this ensures the continued presence of the high caliber staff that we have come to expect at Southlands. Cambian has a Code of Practice within which all staff must work, which is monitored by line managers through supervision and appraisal, or performance management. Supervision occurs regularly and performance is measured against the appropriate national standards for care workers, teachers, and other staff. We can only say what we do, but we are confident that you will be impressed, and invite you to let us know if you feel effectiveness falls short of your requirements.

## Assessment

On admission all students are subject to a three-month assessment period and this gives us valuable information about current individual needs, and how we can go about meeting them and facilitating progress. We work from the Statement of Special Educational Needs, and from our own assessments to help with the development of an appropriate Individual Education and Care Plan.

We keep records on all aspects of a student's school experience and these records are kept safely and are confidential, being available only to those staff working directly with the student on a need-to-know basis. All areas of a student's life are subject to ongoing assessment and monitoring and review of progress. Assessments are shared with the student and targets set with him to encourage ownership of learning. Attainment levels and assessment data are used to inform reports, programmes and targets for learning, and are shared at case conferences and annual reviews.

Annual reviews take place each year.

Relevant professionals are invited along with parents and we expect the student to attend for part of the meeting, and for all of it in Year 11. These meetings are held at Southlands, and are often scheduled either side of a weekend or other suitable time for family travelling. Information is gathered and reports are sent out prior to the meeting. A report is circulated again after the meeting detailing outcome and action.

The school comprises a large country house and grounds with additional education and residential premises close by, clustered around a courtyard.



High standards of appearance and behaviour are expected and a purposeful, pleasant and calm atmosphere is encouraged.

### School effectiveness

We find evidence of our effectiveness in student happiness and lowered anxiety, student achievement in examinations, in outcomes for them post-school and at post-19, and through behaviour support outcomes. Our effectiveness is also evident in regular attendance, when so many students have been out of school for one or two years, and in the positive feedback from parents.

We look for more hard evidence that we do what we say we do through external inspections and through our own internal self-monitoring packages run annually, which help us identify where we may be falling short. Weaknesses found are turned into targets and become the next year's focus. We currently have whole school audits for care, education, household and administration. Parents are invited each year, together with staff to comment and make suggestions for the school development plan. Students are asked regularly to evaluate our service through the School Council Forum and have also contributed to the development of the school by suggesting improvements.

Cambian employs an education consultant to monitor teaching and learning standards who, as a registered Ofsted Inspector, can provide the schools with internal 'Cambian Inspections' (like a mock Ofsted). This maintains standards well, informing future targets.

In addition to rigorous self-evaluation we are subject to Ofsted, Environmental Health Inspections and other independent inspections under the Children Act regulations. Current inspection reports can be obtained from the school office or the school page on the Cambian Group website at [www.cambiangroup.com](http://www.cambiangroup.com)

Inspection reports are available on request.

### Consulting students

All residential houses have house group meetings with an agenda and a record of the meeting. The School Council Forum meets with a senior manager monthly and debates a range of issues, makes decisions and agrees action. There are consultative processes through the year on various issues (school development plan and mobile phones for instance) and also a student questionnaire as part of the self-evaluation audits of the school.



# A Typical Weekday at Southlands



Time	Activity
<b>7.30am</b>	Time to get up. Time management, life skills, social skills. Day & night care teams.
<b>8.00am</b>	Breakfast. Social skills. Day care teams.
<b>9.00am</b>	Assembly. Speaking, listening and participation. Education team.
<b>9.15am</b>	Lessons. Teaching and Learning. Education team.
<b>10.45am</b>	Break. Refreshment, social & relaxation time. Day care teams.
<b>11.00am</b>	Lessons. Teaching and Learning. Education team.
<b>12.30 pm</b>	Lunch. Meal, social and relaxation time. Day care teams.
<b>1.30pm – 2.15pm</b>	Lessons, Weds activities. Teaching and Learning. On Wednesday afternoons students have fitness, life and social skills activities. Education team, Care team on Wednesdays.
<b>3.00pm</b>	Break. Refreshment, social and relaxation time. Day care teams.
<b>3.15 pm</b>	Lesson. Teaching and Learning. Education team.
<b>3.50pm</b>	Tutorial. Reflection and analysis of the day. Day care teams.
<b>4.00pm</b>	End of school. Catch up work/detentions if required. Education team.
<b>5.00pm</b>	Tea time. Main meal of the day. Social and life skills. Day care teams.
<b>6.00pm</b>	Evening activities. Sport; leisure; trips; activities; hobbies, personal time; Duke of Edinburgh Award Scheme activities; independent activities; Cinema Club; Cookery. Day care teams.
<b>8.00pm</b>	Supper snack. Refreshment, social & relaxation time. Day care teams.
<b>8pm – 9.00pm</b>	Showers, wash etc. Personal hygiene, night-time routines. Laundry routines and room tidying. Day and night care teams.
<b>9.30pm</b>	In rooms. Quiet time and relaxation. Day & night care teams.
<b>9.45 pm</b>	Day staff go. Quiet, calm houses. Night care team.
<b>10.00pm</b>	Lights out. Rest and sleep. Night care team.
<b>10pm – 7.30am</b>	Night team in Houses. Giving support: sickness, sleep disturbances, concerns, etc. Night care team.
<b>Weekends</b>	Students can have a lie-in and a late brunch on Saturdays and Sundays. Students have the opportunity for planned on and off-site activities throughout the weekend, which will always include time for personal shopping. Bedtime is slightly later at weekends.

# Philosophy & Approach

We aim to teach self-management through the provision of a range of strategies that allows students to deal from their strengths and manage successfully around their difficulties.

It is only with the heart that one sees clearly; what is essential is invisible to the eye.

## **Asperger syndrome (AS) – a hidden disorder**

There is a line from the 'Little Prince' by Antoine de Saint-Exupéry that says

'It is only with the heart that one sees clearly; what is essential is invisible to the eye.'

This quotation is particularly apposite with regard to AS students and sums up the philosophy of Southlands School. AS is like an iceberg, where nine-tenths of it lie beneath the surface. The true extent of the disorder is hidden as students may look and sound entirely normal. This arouses wrong expectations and can lead others into assumptions about capabilities and behaviour. Such judgements about people with AS, and their abilities, can limit what may be accomplished by them.

## **The basis of our approach**

Our approach is based on non-aversive positive approaches to behaviour change, and an AS-friendly range of teaching styles and strategies that are needs-led, and detailed within Individual Education Plans (IEPs) and Care Plans. The work of staff is based upon understanding the ability of the student to manage academically, socially and emotionally as an individual, as part of a group and as part of his family.

Individualised plans are designed to meet students' specific needs, and these plans form the basis of the three-way partnership between student, school and family. The Curriculum is tailored to individual needs and levels through the use of Individual Education Plans (IEPs). These plans allow each student to have access to a challenging, broad, relevant and differentiated Curriculum that is designed to be AS-friendly in content and delivery.

### Behaviour support

We aim to teach self-management through the provision of a range of strategies that allows students to deal from their strengths and manage successfully around their difficulties. Challenging behaviour demonstrated at Southlands can take all forms; there is no average style. All staff are trained in the management of challenging and inappropriate behaviour, which is based on a positive approach. We aim to help students reduce and control their more unacceptable and inappropriate impulses and behaviours through rewards and incentives, which are universally implemented across all aspects of the school, through care plans.

The therapy team devise and implement anger/anxiety management programmes through 1:1 work with the students. Each term all students are reviewed by the whole multi-disciplinary team working with the student to assess individual progress and identify future targets.

Punishment is not seen as appropriate, but an expectation that students accept responsibility and therefore the consequences of negative personal action is seen as appropriate, and in the interests of natural justice and their own development. We consider such consequences important in the development of awareness of responsibility and to future independence, and they are therefore always implemented. Apology, kind acts and restitution for damage, catch-up, community service, and in some cases, grounding to site for a period, can be expected.

Where additional measures of control and restraint become necessary, our procedures are clear, fall within government guidelines, are agreed between parents and Local Authorities as permissible in certain circumstances to make dangerous situations safe, and are always documented. All staff are fully trained in the use of these strategies.

All staff working at Southlands School follow positive approaches to support challenging behaviour. This involves Person centered planning through the use of Therapeutic Services and the ProAct SCIP® UK framework. ProAct SCIP® UK offers guidelines and training for staff and the use of supportive strategies based upon an individual's needs, characteristics and preferences. It is the intent of ProAct SCIP® UK to minimise the use of physical interventions but it should be acknowledged that due to the complex needs of the individuals we support such interventions that may be required to safeguard our young people, the environment and others.

We aim to teach self-management through the provision of a range of strategies that allows students to deal from their strengths and manage successfully around their difficulties.



# Philosophy & Approach

## Acceptance and respect

Southlands, above all else, is committed to an acknowledgement of, and a respect for, the uniqueness of this very hidden disorder. Understanding and celebration of the qualities that a diagnosis of AS can bring is characteristic of our approach. Our philosophy is informed by a firm belief that:

- Our students have the same rights as others of the same age in society and are entitled to the same opportunities. Our students have a right to education and care that is informed by a knowledge of Autistic Spectrum Disorders including AS.
- A school environment, both therapeutic and accepting, is the most effective and valuable learning support.
- Families are partners in education and care. We believe that only great consistency from staff and families working together can provide the circumstances conducive to achievement for these anxious students.
- Positive approaches in an environment that values the individual 'for' his idiosyncrasies not 'in spite of them' can facilitate real change and development.
- When students begin to achieve regularly they develop a more positive self-image and grow in personal confidence.

## Consistency

Students at Southlands are valued for their many qualities but, nonetheless, are expected to develop their ability to work with us, to negotiate and to compromise. This can only be accomplished for them through consistent approaches and working strategies from the adults around them both at school and at home. Communication and partnership thus have a high priority. We believe it to be unhelpful to protect students from the realities of life and there is an expectation that students will respond over time to the programmes designed to increase their tolerance of distraction, pressure and of the demands made on them.

Staff and families are asked to display a consistency of approach with regard to modes of communication:

- A calm, firm voice.
- A firm and matter-of-fact manner.
- A non-threatening and confidence-giving posture.
- A carefully limited, positive and concrete choice of words.
- Simple and direct phrasing.
- Future conditional phrasing, e.g. 'When you have finished maths (then) you can have the magazine.'
- A patient tone.
- A respectful projection, together with awareness of the students' dignity as individuals.
- Visual cues.

Students can expect to be taught skills and knowledge through a structured approach. This is crucial, notwithstanding their levels of intelligence, as it allows students to process and organise information and learn more effectively.

The predictability of school routines and the structure within the day give students a feeling of comfort and security in which they are able to learn. Families are offered training in strategies to manage challenging behaviour in the home environment (see 'Family and Community Links').

## Empowerment

Students experience risk-taking under controlled conditions to gain confidence and independence. All students are actively involved in making choices and decisions that affect their lives. Training in assertiveness is available through therapeutic services. Our students have rights, and with rights come responsibilities. We are keen that our students are prepared for adult life with this in mind. An excerpt from the School Behaviour Support Policy can be found at Appendix 1, and a statement from the Board of the Cambian Group about Rights and Responsibilities at Appendix 2, both at the end of the prospectus.

### **Religious Education and collective worship**

All students receive appropriate instruction in Religious Education in line with the local agreed syllabus, but adapted to be particularly practical, relevant and experiential, to meet the social, moral, spiritual and cultural needs of those with AS. A high priority is attached to daily assemblies, which enhance and complement the programme.

Southlands is a non-denominational community and the daily assemblies whilst broadly Christian in emphasis are a mixture, in character, of comparative cultures, topical and secular themes. They are designed to comment on, reflect, celebrate and explain the current themes and multi-faith culture that is Britain today, so essential to young people with AS who will live and work within this wider community.

A variety of staff lead assemblies, as do student volunteers. The school has links with local religious communities, and arrangements can be made for students who wish to attend their own denominational churches and places of worship. Visiting speakers take assemblies from time to time, and provide a valuable community link.

Preparation for Confirmation, and also Bar Mitzvah, including instruction in Hebrew, can be arranged.

Parents have the right to withdraw students from all or part of religious education and also from collective worship if preferred.

### **Spiritual, moral, social and cultural development**

Finding time to reflect, experience the richness of social and cultural opportunities and play a part in the life of the school and the wider community is an objective for every student. Such goals are achieved through a range of activities including arts events both inside and out of school, whole school charity events, performances, and student working parties through house groups and School Council.

We believe in all our students and look for every opportunity to offer praise and reward throughout the school day, and to channel negative traits into something more positive.







### Celebration of achievement

Success is not measured just in terms of academic abilities, although for many it will be a feature of their achievements. Success is also counted in developments such as anger management skills, relaxation techniques, home care skills, games-playing, socialising, personal organisation, cleanliness and grooming, to name but a few. Such recognition reflects the needs-led approach at Southlands. We start from what the student can do and build from there in small, achievable and well-celebrated steps.

We believe in all our students and look for every opportunity to offer praise and reward throughout the school day, and to channel negative traits into something more positive. The giving of points and certificates, recognition and celebration of kind acts, helpfulness, effort or good work, displays and photographs, and our annual prize-giving are part of our all round focus on celebration and 'catching students doing something right'.

It is every teacher and key worker's aim that his or her students will be mentioned for achievement in assembly at least once a week. Any member of staff and all students may note achievement in class, in outdoor activities, in the residential house or on work experience. Everyone is a job coach.



When students begin to achieve regularly they develop a more positive self-image and grow in personal confidence.

# Teaching & Learning

Teachers and support staff working with our very special students do so from a sound knowledge base of Autistic Spectrum Disorders and AS.

## **The Southlands Contract – Teaching and learning work better when students themselves realise that:**

- We accept, understand and have respect for their many qualities.
- We are prepared to accept backward steps in behaviour, so long as there is a willingness to improve, and a positive trend of progress.
- The future is in their own hands, not someone else's.
- Working with us will help them formulate and achieve their goals.
- We can prepare students to achieve success in a range of public examinations within their ability, and the national qualifications framework.
- Discreet and individual support for learning is available.
- Therapeutic support is available when they need it.
- We demonstrate consistency and firmness.
- We will not tolerate manipulative and controlling behaviour for long.
- We provide regular routines, structure and predictability to combat high levels of anxiety.
- We will always try to warn them of change.
- We keep in touch with families, work with them and hold no secrets from them.
- Initiatives and research projects that may help those with AS are available for students to take part in – if they would like to.

We do need families, however, to work with us to help maintain consistency at home. Placements can fail if this does not occur.

### Waking Day Curriculum

We aim to provide consistent and structured learning opportunities throughout the whole waking day, for seven days a week.

Our Curriculum, whilst incorporating a significant proportion of the National Curriculum, is not solely anchored here, but embraces a wider range of contributing initiatives that flavour and contribute to our practice.

Students with AS need time to learn, confirm, process, practise, revise, over-learn and generalise new skills. Our Curriculum offers opportunities and experiences from waking time to bedtime that allow students to develop skills and adapt to life in, what is for them, a very confusing world. We can do this because we have a high staff ratio (approximately three students to each member of staff) and small numbers of students. Consistent teaching and learning therefore takes place over a longer period than would be possible in a mainstream day school.

Teachers and support staff working with our very special students do so from a sound knowledge base of Autistic Spectrum Disorders and AS. They teach and support a Curriculum programme that really confronts the triad of impairments.

### Our Curriculum

The Curriculum is made up of six strands which we believe are essential to the preparation of those with Asperger syndrome for life after school. It incorporates other experiences and opportunities that address the physical, social and emotional needs of our students, as well as their education and care.

The Curriculum chart, at the end of this section, will illustrate how this approach looks.

The six strands offer a framework for a structured approach to those with AS, to ensure that all that is required is covered. Our Curriculum relies for its success on packages tailored for individuals.

For the majority of students the strands of the Curriculum are all integrated into the waking day. Occasionally a student may need a more flexible package in the short term, and weighting can be offered, for instance in life or work skills, when a student is struggling to cope in certain subject areas for a particular health or other reason.

Skills in each academic subject (supported education) are taught within formal lessons leading to public examinations at a range of levels.



We aim to provide consistent and structured learning opportunities throughout the whole waking day, for seven days a week.

# Teaching & Learning

Supported Education	Communication and Confidence	Physical and Emotional	Personal and Social	Life Skills and Independence	Leisure and Activities
We do this through	We do this through	We do this through	We do this through	We do this through	We do this through
Timetable of class lessons in line with National Curriculum	Individual and group work, interventions and therapy support	Individual and group work, interventions and therapy support	Individual and group work, interventions and therapy support	Individual and group work, interventions and therapy support	Extra curricular activities and extended programmes

## How do we know where to start with a student?

Supported Education	Communication and Confidence	Physical and Emotional	Personal and Social	Life Skills and Independence	Leisure and Activities
We do this through	We do this through	We do this through	We do this through	We do this through	We do this through
Records, tests assessments, etc.	Speech / language assessments	Emotional and behaviour assessments	Psychological and social assessments	Our own life-skills and independence assessments	Talking to boys and families

## How do we enable students to develop within the six strands?

Supported Education	Communication and Confidence	Physical and Emotional	Personal and Social	Life Skills and Independence	Leisure and Activities
We do this through	We do this through	We do this through	We do this through	We do this through	We do this through
English and Literacy Maths and Numeracy	Observations and 1:1 programmes	Behaviour planning and Curriculum	IEPs and Care Plans	Care Plans	Structured after school activities
PSHE and Citizenship ICT	IEPs and Care Plans	Specialist therapeutic support	Specialist psychology support	Independence training support	Physical, sport/ games opportunities
Science Design Technology	Specialist SaLT support	Anger management programmes	Sex education	Specialist OT support	Computer and IT related activities
Humanities Religious Studies	PSHE/Citizenship	Asperger syndrome knowledge	PSHE/Citizenship	Appearance and hygiene	Wider community trips/visits
Art Music	Visual conversations	Relaxation lessons and support	Social Stories	School / house rules and routines	Special interests opportunities
Careers education and guidance, (CEG)	Work experience	Fitness and PE programmes	Careers education and guidance		Hobbies / Clubs on site
French, Italian and Japanese	Assemblies	Reflexology & Indian Head Massage	Circle time	Cooking and food hygiene	Duke of Edinburgh Award Scheme
Tutorials Learning support	Tutorials	Tutorials	Tutorials	Home management	Residential adventure weekends
Weds. afternoon activity programme	Key worker support	Key worker support	Key worker support	Key worker support	Key worker support
	House meetings	Charity events	Activities out of school hours		
	School Council				

## Academic Qualifications

We offer a range of nationally accredited courses including GCSEs and other vocational qualifications.

These public examinations are available: Qualification	CLAIT 1 & 2 Computer Literacy and Information Technology	Entry Level Certificates	GCSE		ASDAN
Suitable for	– All students – Can be taken at Level 1 & Level 2	Those students unlikely to gain a G Grade at GCSE	All students		Students Year 9
Subjects available		Maths English Art French History DT	Maths English English Literature Science Additional Science DT Art MFL	History ICT RE	Bronze Silver

## Other accredited awards

Qualification	Food Hygiene	Duke of Edinburgh Award	Sailing RSA Certificates	Cycling Proficiency	ASA Swimming, Gymnastics
Suitable for	Key Stage 4 (Years 10 / 11)	All students	Interested students	All students who have their own bicycle	Non swimmers, All
Level available	Certificate	Bronze Award. Silver may be started to finish Post-16	Beginners and Intermediate	Full certificate	Various badges
When	Within KS 4 programmes	From Year 9 onwards	From Year 9	Summer months	When ready
Cost	Available at no extra cost	Available at no extra cost	Available at no extra cost	Available at no extra cost	Available at no extra cost

## Extra curricular opportunities

Opportunity	Musical Instrument	Riding	Part Time Work	Work Experience	Hebrew – Preparation for Bar Mitzvah
What is available?	Drums, Piano / keyboard, Harmonica. Wind instruments may be possible, by arrangement	Off site – Local stables	On-site – car cleaning, painting, kitchen work, laundry work, ground work, gardening, DIY work. Off-site – Local paper round	On-site/off-site kitchen work, laundry work, ground work, gardening	Individual lessons can be arranged
When	From Primary	From Year 7	Key Stage 4	Key Stage 4	When required
Who pays?	Parents pay	Parents pay	No costs	No costs	Parents pay

Our overall goal is to provide a therapeutic, balanced programme of study that addresses the triad of impairment and caters for individual and specific needs of students.

### Homework

Students come to Southlands requiring a waking day approach to Curriculum and extended programmes, and behaviour support. We feel that school-based work should be completed during the school day with evening and weekend time given entirely to life skills, social, independence, leisure and relaxation pursuits.

We believe that a homework load does not assist the management of the high anxiety of students with an Autistic Spectrum Disorder, particularly through the teenage years. We do not believe student exam results are adversely affected by the low profile given to homework.

However, where students have not completed required work during the school day then 'catch up' is expected in their own time. Students working on exam coursework and at higher levels may need to undertake some supported homework in Key Stage 4.

### PE

Following national Curriculum guidelines, promoting fitness and health, but taking account of the nature of students with AS, makes for an interesting balancing act! All students at Southlands are recognised as individuals with their own abilities, difficulties and attitudes.

Physical Education contributes to our overall Curriculum by helping students to lead full and healthy lives by engaging in purposeful physical activity that can reduce stress and tensions, and raise mood. The students need to learn this and we do encourage it.

Our overall goal is to provide a therapeutic, balanced programme of study that addresses the triad of impairment and caters for individual and specific needs of students. Physical development is managed through activities that take place as part of the education timetable, local community activities and also during evenings and weekends. Individual student programmes may incorporate advice from the Occupational Therapist and a Physiotherapist. Trained staff lead the physical Curriculum. Additional outdoor activities are available under the supervision of appropriately qualified staff. Local sports centre facilities are used both during school and leisure time to encourage a breadth of activities.

The nature of Asperger syndrome, along with the small numbers of students at the school, renders the playing of traditional full-side team games a challenge for students, but we have a thriving football team. Efforts are made to facilitate training opportunities, skill development and small-team games amongst students who do have an interest in this area, and occasional fixtures are arranged with other similar establishments.

Throughout the school year activities may include swimming, gymnastics, athletics, canoeing, riding, forest walking, cricket, softball, movement/dance, fitness training, cross-country, 5-a-side hockey/soccer, basketball, table tennis, volleyball, curling, badminton and rounders. The Lymington Royal Yacht Club provides a venue for students keen on sailing to develop skills and abilities during the summer. Residential adventure weekends and short courses allow students to experience climbing, high ropes and other activities new to them.

Students may have the opportunity from time to time to achieve nationally recognised certificates and badges in a range of activities such as swimming, riding, canoeing, sailing and gymnastics. Southlands School offers internal certificates and awards to recognise and celebrate individual effort in all areas of Physical Education.

### ICT facilities

Information Technology is an area of great interest for young people with AS, although mostly in computer games. The IT suite is equipped with a range of up-to-date multimedia computers. In addition, students are encouraged to use the classroom computers and word processors to support their general work or specific needs.

The school has strictly controlled and monitored Internet access. The school will retain the right to look at the content of any student's computer or laptop brought to school from home, in the interests of safety and welfare.

### The school day

The primary department accommodates students in Key Stage 2 from years 3–6. The majority of lessons are taught by a specialist primary school teacher with some lessons such as ICT/PE taken in specialist rooms. Their school day ends at 3.15pm with their class teacher. The secondary department accommodates students in Key Stages 3 and 4. All lessons are taught in subject bases.

All students are taught as a group of six – eight, have a tutor base in one of the subject bases and teaching assistants for support who can remain with the class for the majority of the day. A teacher acts as class tutor to each group. Tutorials occur once or twice a week and provide an opportunity to do several things:

- Maintain an overview of academic and behavioural progress towards targets.
- Keep students informed about important issues outside the classrooms such as current affairs, school news, developments and charity events.
- Facilitate discussion and agreement on School Council issues and PSHE-related themes.

One important thing to remember about tutorials is that they are intended to encourage students to take some responsibility and control of their own learning and achievement.

Each day ends with a de-briefing between class tutor and tutor group, with care staff present. This opportunity encourages students to reflect on how they fared, close the day and resolve issues. The class tutor is a teacher who has responsibility for a particular class of six – seven students. This teacher will take tutorial lessons and lessons in their own subject specialism. Class tutors supervise progress with IEPs (Individual Education Plans) and attend annual reviews.

### Careers guidance

We have a Transition Manager and offer careers education and guidance, we are involved with the Careers education and guidance personal advisory Service and have a structured approach to planning for leaving school and post-16 education. Careers advice form part of the school week, and range from class based activities and visits to places of employment, to planning a CV, interview practice and work experience. There is a dedicated careers advice and guidance room. Most students receive involvement from their local careers education and advice Service.



# Care & Welfare

## Therapeutic Environment

Our therapy team contributes to the therapeutic environment through staff training and support. They also provide direct intervention for students.

We have a Therapeutic Services Manager who co-ordinates referrals, therapeutic services personnel, and ensures students receive support as needed. Interviews with therapists are confidential but parents will receive feedback in broad terms, and will be aware their son is having support. Telephone appointments can be made with therapists, and there is an opportunity to meet and talk with them on our annual Consultation Day or by individual appointment.

Our multi-disciplinary team consists of a visiting Consultant Community Medical Officer and Physiotherapist, plus an in-house staff team of Consultant Clinical Psychiatrist and Psychologist, Occupational Therapist, Clinical Psychology Assistants, Speech & Language Therapists, a Holistic Therapist, and school nurse. This team offers a wide range of support and guidance to students and families.

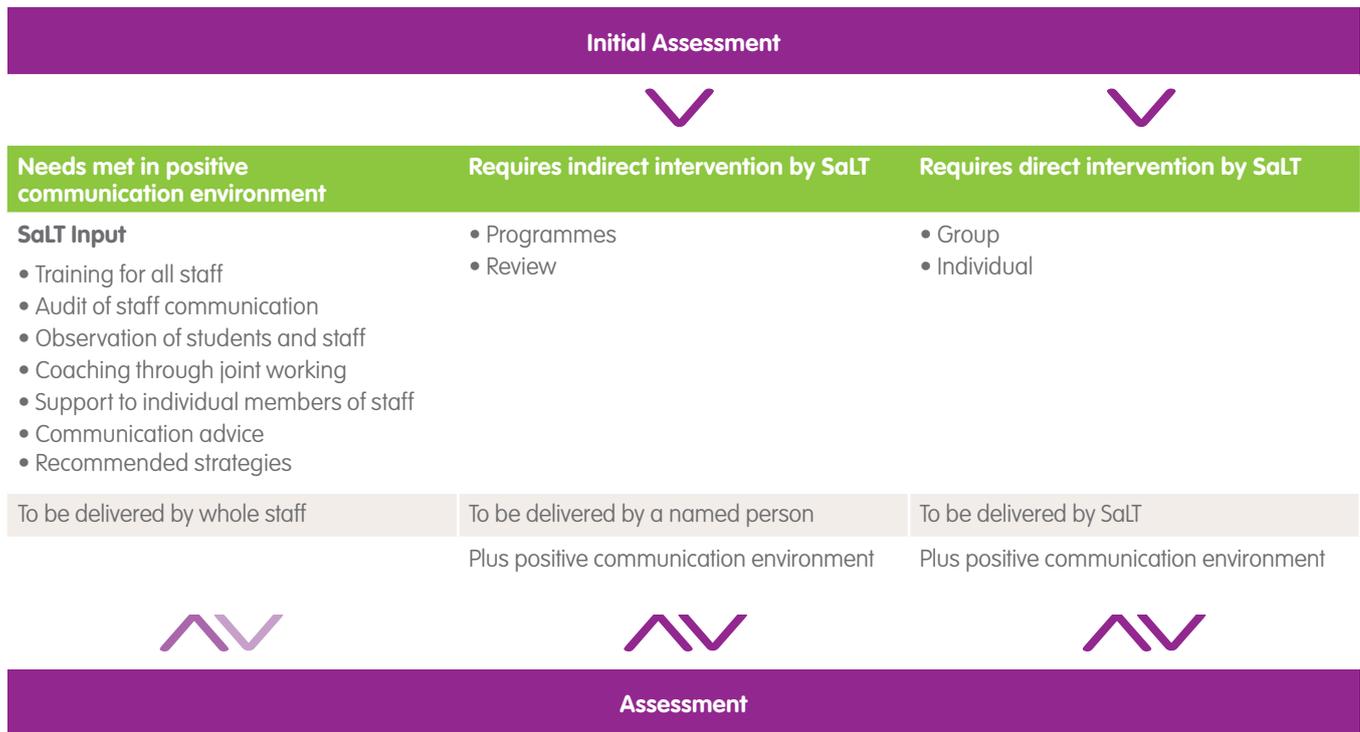
Many students suffer from mood disorders and depression. Where students are willing to work with us and attend sessions with therapists, we can support them through such experiences.

**Speech and Language Therapy Service aims**

- To facilitate students to use their existing communication skills effectively.
- To enable students to develop and learn new communication skills.

All students are assessed and all benefit from a positive communication environment supported by the SaLT Service.

Provision of direct or indirect intervention is based on statement needs and assessed need within the school.



**Key**

- > Discharge at discretion of SaLT after consultation
- > Management plan derived by SaLT after consultation
- > Referral through open referral system

# Therapeutic Environment

We want to welcome all families to Southlands with full knowledge of the entire process and decision-making procedures that surround admission.

## Our Therapeutic Environment offers

- Tailored AS-friendly environments.
- Holistic approaches.
- Education as a preparation for life.
- Realistic goals.
- Acceptance and respect.
- Positive approaches.
- Equality of opportunity.
- Unlimited support.
- Training in life / work skills.
- Inclusion & integration where possible.
- Curriculum flexibility.

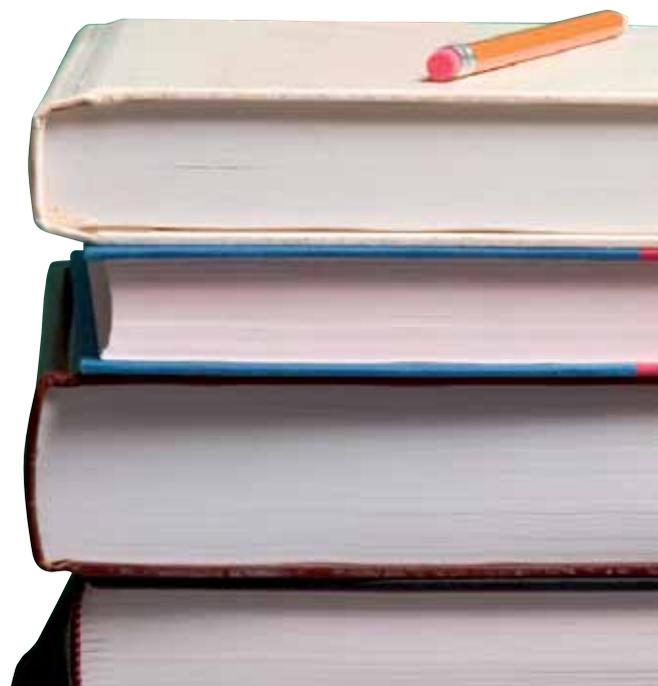
### **Occupational Therapy Services**

Occupational Therapy is a process where young people are supported through different levels as necessary in order to meet a wide range of needs in:

- Sensory issues.
- Life skills including personal hygiene.
- Motor coordination skills and hand skills.
- Self regulation to improve concentration.
- Organisational skills.

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Staff Training General Advice/Strategy</b>	<b>O.T. Assessment and Report</b>	<b>Specific O.T. Advice and Strategies</b>	<b>O.T. Groups</b>	<b>O.T. 1:1 Treatment</b>
<p>All staff in school and residential unit will have received base line training in the role of Occupational Therapy.</p> <p>Our aim is that they will have a good understanding of the above problem areas and strategies / resources to use as an integrated approach throughout the day to meet the young person's needs. This is invaluable as it allows the child to settle and engage more easily as well as enabling staff to make appropriate referrals and information gathering observations for further Occupational Therapy input.</p>	<p>Individual Assessment carried out as soon as possible on entry into school. This is done even if the child has an existing Occupational Therapy Assessment because the child's needs may be different within this specialist environment with trained staff and therefore Occupational Therapy recommendations may also be different.</p> <p>We use Standardised Assessment, Clinical Observations and liaisons with parents, teachers and residential staff. The child is seen in a variety of settings over a period of time and not just during an individual session.</p>	<p>After assessment Specific advice and strategies may be given for a particular child. This is reviewed as the child's needs change and staff seek further advice / input.</p>	<p>Groups to target specific functional areas highlighted in assessment, a group may consist of 4 – 8 pupils in 6 – 8 sessions with activities and strategies.</p>	<p>1:1 Individual treatment may be offered when none of the other levels of intervention can address a child's need. This will also be a short block of sessions followed up by advice and strategies.</p>

All ex-students are part of the Southlands Old Boys' Association and are invited to the Carol Service and Prize-giving each year.



# Care & Welfare

The overall effectiveness of the boarding provision is outstanding and makes a significant contribution to developing students' independence and self-esteem.

Children develop sound relationships with staff based on mutual respect and understanding within clear personal and professional boundaries. We try hard to achieve as home-like a quality of residential experience as is possible to achieve when living away from home. All students would prefer to be closer to home but much can be done to make time at school as comfortable and pleasant as possible, and to reassure families that this is so.

## The environment

Accommodation is provided in eight age-based family style houses. There are two houses located on the first floor of the tastefully converted main building with another six clustering around the grounds. Each house has its own lounge, play/leisure area and kitchen/ette. All houses have ample toilets and showers, and most houses have baths. Students are encouraged to take responsibility for tidiness around the house and in their own rooms.

The bedrooms throughout the school are well appointed and are single study bedrooms. Students are encouraged to bring rugs, pictures, books and special interest items from home to personalise their rooms as much as possible.

Our shower rooms offer complete privacy, including where there are more than one shower in a room. The shower cubicles are designed for total privacy for washing, and also drying and dressing afterwards. Baths are totally private. Some toilet areas have urinals but there are ample facilities for privacy to be assured.

Television and video are available in the lounges with some free view digital channels. The use of personal TV sets in bedrooms is only by arrangement with the Head, and not encouraged. There is some flexibility on this issue with older students, but it is not the Southlands philosophy to promote lone activities.

Where agreement is given for electronic equipment to be used in bedrooms, parents must provide circuit breakers for each piece of equipment. Students must understand that if house routines and allowed times of use are not followed, then permission for such equipment in rooms will be withdrawn.

A range of resources and games is available in each living area for students to use.

## Care staff

The houses are run as individual communities under a Team Manager. There are a number of care staff attached to each house, known as Support Workers (SWs). There will also be an Assistant Team Manager (ATM) in most houses.

All care staff are key workers, which means they take a special interest in their key students and forge strong links with the family.

## Health care and medical information

We promote a healthy lifestyle through nourishing food, exercise and plenty of rest.

Students do occasionally need the attention of a doctor, and we expect students to be registered with our local GP, so that he has students' notes to refer to. You will still be able to visit your own doctor during holidays, as a temporary patient. Appointments are made at the surgery for students who need to see a doctor quickly. We also have an Accident & Emergency department locally.



School can co-ordinate dental treatment, but we prefer optician arrangements to be managed by families, unless there is a visual impairment requiring more support.

Our school nurse organises all health appointments. Key staff have four-day First Aid training.

There are very clear procedures in place governing the safe storage and administration of all medication that is given to students, whether homeopathic or pharmaceutical, and these are strictly adhered to.

No medication is administered without prior awareness of the school GP and parents are of course informed if students are unwell or need treatment of any kind. Students on regular and controlled drugs have their prescriptions provided in individually labeled sealed blister packs by the chemist, thus reducing the possibility of error. Two staff are required to be present to supervise and administer medication.

When students are due medicals with health professionals or vaccinations are arranged, parents are routinely invited to attend, but we do understand that distance may be a factor in parental ability to be present, and there is no problem with this. Staff will be available to support students at these times.

### **Meal times and dietary requirements**

It is well understood by Southlands staff that students with AS frequently have a restricted diet. The school catering team offers a three-week cycle of nourishing menus that are screened by a dietician from time to time. We can cater for all types of diets and exclusions, making progress with the majority. If specific eating programmes are considered necessary, these will be documented and discussed with parents beforehand.

The students have breakfast, a light lunch and evening meal. Students take meals, cafeteria style, in the dining room in the main house, or in their own house dining areas. A supper snack and warm drink are provided in houses before bed. Fruit, water and other drinks are always available in houses.

Water coolers will be found around the site and cups are available by coolers.

### **Leisure activities**

Activities throughout the week and weekend are planned and co-ordinated by the care staff. Students' interests and hobbies, health and fitness are promoted through these group and individual activities. Opportunities currently available include swimming activities, riding, shopping, crabbing, cycling, hiking, trips and visits such as Laser Quest and cinema, skateboarding, country walks, fishing, snooker/pool, model making, model railway, music activities, gardening, cinema, art & craft, pottery and relaxation activities. All activities are offered on site or within the local area. Residential life encourages students to gradually take some control over their time.

### **Keeping safe**

Doors are secured at night much as you would do at home. Entry to the school is controlled by the use of electronic keypads, to prevent the unexpected and undesirable gaining access. Students know the keypad numbers and can always get in. Numbers are changed monthly. All visitors must sign in and wear an ID badge. All staff wear ID badges too. Fire procedures are clear and drills are carried out frequently to familiarise students with the routine and various routes out. The school boasts a sophisticated fire alarm system throughout the site.

When the care staff go home, and students are settled in their rooms, supervision is undertaken by a team of night care staff known as Night Support Workers (NSWs) who remain awake in each house during the night, discreetly checking on students' well-being, and offering support. A night supervisor keeps an eye on security throughout the night, making tours and visiting houses. There is also a duty officer (care staff of management level) and a senior member of staff is on call each night to advise and support.

All staff employed at Southlands are subject to an Enhanced Disclosure by the Criminal Records Bureau (CRB).

Ongoing monitoring of staff practice is routinely undertaken, and all reports and incidences are investigated thoroughly. Senior staff undertake unannounced night visit inspections at least six times a year during the overnight period.

**Students are encouraged, with staff support, to take responsibility for toiletries and haircuts, etc.**

# Care & Welfare

Our management of safety is led by Quantitative Risk Management Systems through an annual audit of all department procedures, including an audit report to Cambian.

## Phoning home

As mentioned previously, students are encouraged to maintain regular contact with their families. Students wishing to keep a mobile phone at school must agree to, and adhere to, the Code of Practice for mobile phones that is currently in use. Parents are advised to set up pay as you go contracts as this helps students to understand the financial implications and responsibility of phone usage.

Parents, of course, can phone the school at their discretion to speak to their son, but periods out of school hours are recommended.

## Clothing and personal belongings

Families provide all clothing including uniform. A comprehensive 'kit list' is available prior to admission. Students are encouraged, with staff support, to take responsibility for toiletries and haircuts, etc. Possessions and belongings are kept at school at the owners' risk, including any electronic equipment, phones and games machines by arrangement. Families are expected to provide all pocket money for students.

We expect students to:

- Take a pride in their appearance.
- Be dressed appropriately for each activity.
- Be clean and well groomed.
- Have all items marked with their name.

Jewellery is not encouraged. If an earring is worn it must be a stud, worn during evenings and weekends, but removed or covered with tape during the school day. Neck chains and bracelets should be removed for PE and games activities, for health and safety reasons.

## Break time

Students go to their houses during breaks from class for drinks and snacks. Students may go outside if they wish, but there is no requirement to undertake group playtime.

## Anti-bullying policy

We have very open and clear procedures to cover this issue, which are posted on notice boards. An anti-bullying co-ordinator deals with all complaints. Sometimes mediation is required, sometimes monitoring and occasionally more serious consequences result if the bully shows no positive effort to improve. Systematic bullying of another may result in exclusion. Expectations of behaviour and codes of conduct are made very clear, and students are encouraged to complain if conduct from others falls short of standards expected.

## Sex and relationships education

All students need support in moral and family values, Sex Education and relationships. A policy for Sex Education provides guidance, and whilst we acknowledge the role of parents as sex educators we are aware of the need for a structured approach to teaching and learning from the school in this crucial area. Sex and relationships education is delivered through science and through individual appointments with the Sex and Relationships Education Tutor.

## Health and Safety

We believe it is as safe as it can be. Our management of safety is led by Quantitative Risk Management through an annual audit of all department procedures, including an audit report to Cambian. This process results in action plans and development.

All staff undergo initial induction training in Health and Safety and must undertake a refresher annually.

The school is protected by a sophisticated fire alarm system and students and staff experience regular drills in evacuation procedures. All school buildings comply with the necessary regulations with regard to fire doors, fire glass and escape routes, and have a range of fire extinguishers readily available .

Duty officers have four-day First Aid training, along with laboratory and workshop staff. Staff who lead swimming all hold a current Pool Lifeguard qualification. All other staff have a one-day First Aid Certificate.

Substances hazardous to health are eliminated from use at Southlands, except where used in a controlled environment, subject to strict controls, such as the science laboratory.

With regard to unwanted visitors, all external doors have security keypads and there is a strict signing-in procedure for all. Visitor badges must be worn.

All day-to-day student activities are subject to risk assessment and parents are required to sign their permission for a listed range of activities in which their child is likely to be participating. Risk assessments have rigour and management staff authorise all activities, but only if appropriate staff are available to lead. These risk assessments guide staff on required resources, staffing and the circumstances that must prevail, for all activities.

More substantive off-site activities, higher risk pursuits and overnight trips are subject to extensive forward planning and risk assessment through Cambian managers and directors.

Public Liability cover up to £10 million is in place which covers any injury caused by negligence on the part of Cambian or any of its employees. Where trips abroad are organised, travel insurance is taken out, which includes cover for medical expenses. There is no personal accident cover and parents requiring this should make their own arrangements.

We have four nine-seater minibuses, all with seat belts. The minibuses are subject to close attention with regard to roadworthiness and safety before all trips, and are regularly serviced. All staff drivers must pass a BSM assessment for minibus drivers before being cleared to drive them.

### **Safeguarding**

Cambian's safeguarding policy is available on request, and all staff are trained with regard to their responsibilities in this area. Staff must undergo a refresher annually.

All staff are screened for their suitability to work with children and are expected to work openly with others as part of a team, monitoring each other and individual practice.

Staff are expected to report all observations and conversations with students that cause concern, and safeguarding is an agenda item in all team and management meetings.

Living areas have intruder alarms on external doors and movement beams across upstairs bedroom corridors are activated overnight to alert night staff to any students out of rooms. We also operate a rule that if there is more than one person in a bedroom then it has become a sitting room and the door must be ajar.



# Care & Welfare

We operate an open door policy and parents are welcome to visit at any time by arrangement.

## Other areas of risk

- Drugs, substances.
- Alcohol.
- Smoking.
- Sex and relationships.
- Jewellery, body piercing and tattoos.

Cambian has policies to guide staff with regard to student use of illegal substances. However, there are other areas on which we also take a firm stand at Southlands.

Students, and especially teenagers, like to experiment, and whilst we encourage safe risk taking in a planned way to support independence training, we take a firm line with the kind of risk-taking that is unsafe – especially smoking, alcohol, drugs and sexual activity. Such activities are not permitted and flouting of this rule may result in exclusion.

The Southlands site is a non-smoking site and no one is permitted to smoke.

If we have reason to suspect a student may have lighters and/or other illegal substances we always institute a search, and may involve the police, especially if other students are being coerced or involved in illegal activity.

Some of the students do build relationships and have had romantic attachments in the locality. Whilst such visitors are welcome we make it clear that they are welcome only in public areas and sexual activity, including for those who have already celebrated their sixteenth birthday, is not permitted at school.

We also have a guideline with regard to the wearing of jewellery, body piercing and tattooing. Such items are not permitted on display, from a health and hygiene point of view, and from the point of view of appropriateness at school.

A single ear stud may be worn in out-of-school hours, but must be covered during the school day. Rings are discouraged and removal is expected during practical activities. Neck chains should be concealed under uniform during the school day and removed for outdoor and physical activities.

## Road safety

Students are instructed in the safe use of roads and public areas. Southlands is situated in a semi-rural area and reflective armbands are advised for students when walking in the local lanes.

## Electrical equipment

Any equipment brought to school (TVs and music centres) must have a circuit breaker attached to each item to ensure safe use.

## Mobile phones

The provision and use of mobile phones is entirely a matter for families, and we make no comment on the safety aspects of using such technology. However, if students bring them to school, parents and students must sign their agreement with our Code of Practice for the use of mobile phones, and accept the consequences if the procedures are flouted.

# Family & Community Links

By staying in close touch Southlands can ease the anxiety of parenting a child with AS if channels of communication remain effective.

We encourage students to maintain close links with families by supporting them in remembering family birthdays and special and seasonal occasions. Students are encouraged to write cards home and families should write regularly and send photographs of events and people in the home background. This enables the students to feel they have a continuing role in, and knowledge of, family life.

We encourage all families to remember that contact is very important to our students, and they need letters, postcards and calls from parents and their wider family, as often as possible.

We operate an open door policy and parents are welcome to visit at any time, but the telephone is crucial to links with staff and students where great distances are involved, and email communication is increasingly useful.

We have a firm commitment to two-way support and openness of attitude where partnership with parents is concerned, and we involve families in care, target-setting and individual programme content, to achieve a greater degree of consistency.

The following list highlights what we can offer to promote home and family links, and the flow of information.

## Training

The school runs a range of workshops/training courses for the parents and siblings of our students. These are designed to offer a range of strategies to support the management of challenging behaviour in the home environment. The courses, run by senior staff and the therapy team, are held several times a year and are usually over-subscribed.

## The key worker

Key workers provide the link with home and maintain a special interest in students allocated to them. The key worker monitors progress and works closely with students, teachers and family on objective-setting and behaviour plans. Key workers co-ordinate the weekly telephone links and home books (see below). They make sure information is exchanged effectively, and questions answered, also taking care of such essential requirements as haircuts and arrangements for weekends home. They are also there to provide support and friendship in times of stress and offer honest answers to frank questions from students about themselves and their difficulties.

This role depends for its success on the two-way nature of openness between parents and key worker.

## Home books

These books go home when the student goes home and enables all staff working with the student to update and share information. Parents are encouraged to do the same for the return journey.

## Weekends

The majority of students go home once a half term, with some going fortnightly, and some not at all: it is up to individual preference and distances. We are not weekly boarding and weekly visits home are not supported, as much of the benefit of Southlands is gained from the opportunities afforded by the weekends.

This guideline may be varied individually for very new students for a short time, and for Year 11 students leaving within the year where it is advantageous they begin the process of re-acquainting themselves with their own local community ready for post-16 further education.

Many parents come to the Lymington area and stay locally for a weekend to save everyone coping with very long journeys. This can work very well.



# Family & Community Links

We have links with the Business community and Work Experience placements are encouraged for students in Years 10 and 11 who are ready for this.

Many parents come to the Lymington area and stay locally for a weekend to save everyone coping with very long journeys. This can work very well.

## Telephone contact

As mentioned previously, students are free to ring home once a week at our expense. Beyond that they are expected to use the payphone, or their own mobile phone if they are registered to hold one in school. Students wishing to keep a mobile phone at school must agree to, and adhere to, the Code of Practice for mobile phones that is currently in use.

## Progress reports

Teachers will send families a brief overview of progress at the end of each term. The annual review provides an opportunity for parents to talk with teachers and key worker, together with Local Authority representatives, to discuss progress and share information. An annual school report is sent to families in July to summarise the past year's progress.

## Parents' consultation day

This is an opportunity once a year, usually in February, for parents to have appointments with all teachers and therapists.

## School calendar events

These are scheduled around the beginning and ends of term to dovetail with usual travel arrangements. Our main events are a Carol Service in December at the local church, a Celebration Assembly and Prize-Giving in July, and Parents' Consultation Day round the spring half term.

Other events include a sports event in the summer, a production, fête or a sporting event on the morning of prize-giving, 5-a-side football matches, indoor hockey tournament, water polo tournament and swimming gala. Students are encouraged to take part in charity events and families will receive notification of such activities.

## Absence and holidays in term time

We encourage all parents and guardians not to take students from school in term time unless absolutely necessary. Absences are disruptive of education and progress, and particularly so with Key Stage 4 examination courses.

For essential occasions, an Absence Request form can be found for your use at Appendix 3 at the end of the prospectus.

## Community links

We cannot provide the peer group that has been left behind in mainstream. We can, however, provide a more nurturing environment for those with AS and develop opportunities for inclusion and link projects with others outside the school gates, from within this comfort zone. There is an argument that this is useful for the practice opportunities it affords away from the gaze of a student's own community. This in itself can smooth the path to a more enjoyable level of acceptance at home, when a more confident and controlled young man returns after the passage of a few, but very formative and useful, years.

Because we are so exceptionally well situated between the New Forest and the sea the educational and recreational opportunities are endless. Students are given as wide a range of experience as possible within the area and contact with the local community is an essential part of our weekly routine.

Opportunities are available locally for students to join clubs and successful links have been forged from time to time with the following agencies: Sailing club, golf club, a football club, athletics, youth club, riding schools, drama club, trampoline and Duke of Edinburgh Award Scheme.

We have links with the Solent Business Partnership and Work Experience placements in the community are encouraged for students in Year 10 and 11 who are ready for this. Students are encouraged to take up small jobs internally in the school kitchens and some students find themselves part-time jobs locally.

The school has links with local religious communities, and arrangements can be made for students who wish to attend their own denominational churches and places of worship.

Opportunities to become involved in community projects are provided throughout the year, such as local fêtes and competitions, Red Nose Day, Children in Need, Remembrance Day, and other festivals and events.

### Teaching independence

Independence training prepares students to go off site into town and make safe use of public transport, local amenities and shopping centres, with confidence. All students undergo an assessment of their ability to problem-solve in the community prior to this programme being implemented.

The assessment is at a place called Streetwise, in Poole, and is run by the police. It comprises a street scene with actors who attempt to catch students out by asking for personal details. It also includes hazards at home, on the beach, skills on the roads and in shops. A student must pass this test before entering the programme of coaching for unsupervised off-site excursions.

Parents and Local Authorities are fully involved in agreeing the risk elements of community training.



Independence training prepares students to go off site into town and make safe use of public transport, local amenities and shopping centres, with confidence.



# Admissions

## Important information

Sending a child to a residential school is, for families, a difficult and challenging decision. Sending a child with special needs into the care of others is a double challenge, a watershed event.

We cannot remove the natural anxiety associated with sending a child away to school. Nor can we tell you it is the right choice, as that depends on your son. We are keen, however, to alleviate any stress that may be placed on students and families, either prior to admission, or during the assessment period, due to a lack of information.

We want to welcome all families to Southlands with full knowledge of the entire process and decision-making procedures that surround admission to Southlands, and the continuation of a placement here. We hope that this section will cover most of your questions.

### Parent Liaison Officer

At times parents find this whole process daunting, and to support parents with this, Cambian has a Parent Liaison Officer who can be contacted on 0800 288 9779 (further details can be found at the back of this prospectus pack). Advice on admission, tribunal and funding processes are areas where the Parent Liaison Officer can help during this difficult decision-making time.

Southlands School is a school for students with Asperger syndrome (AS) and associated difficulties, and is one in a range of provision available for young people with this disorder, who themselves have a range of needs.

What we are not is a location that will deal with all aspects of behaviour simply because AS is made reference to in a student's Statement. We are a consensual community of young people with AS, we offer a programme, and we are not for everyone. This needs to be recognised from the outset when considering application to the school. It is also important for families to appreciate that they will be expected to work together with us and support the philosophy and approach of the school after placement has been secured.

### The admission process

The following points show the steps involved in admission to Southlands School. There may be occasional adjustments to the procedure in the light of extenuating circumstances, but we consider the process to be best practice.

Throughout the admissions procedure, the student is kept at the centre of the process. We believe it is unhelpful for him to see the school before the Second Stage, as it can be a disruption or a disappointment if we ultimately feel we cannot meet his needs. Sometimes this strategy is varied, however, because of individual circumstances.

There may also be times when the development of an individual student indicates a change in provision is required, and Southlands would wholeheartedly support the transition of a student to another placement, if it were thought necessary.

- The prospectus and other information about Cambian Group and Southlands can be sent on request.
- Parental visit to the school: Ideally, this should occur as soon as possible. Please contact the School Office, or the Cambian Freephone No 0800 288 9779, in order to arrange a suitable date.

### Referrals

Papers are sent from Local Authority representatives, or parents make a private visit. Sometimes contact is from solicitors prior to SEN Tribunal. Ideally, the Local Authority should indicate an intention to fund before the process progresses.

- Initial assessment by senior staff, from all departments of the school, Education, Care and Therapy who scrutinise the papers.
- Decision whether or not to proceed further is taken by senior staff, and is final.

### 1st Stage

When proceeding to our 1st Stage, arrangements are made for key staff to visit students, either at home (if out of school) or at their current school.

### Awareness of AS

Awareness on the part of the student (aged 12+ years) that he has AS, and that Southlands is a residential special school for those with AS, is essential prior to this phase being put into operation.

- The 1st Stage visit to the prospective student can inevitably only be a snapshot in time.

- Observations and reports are sought from teachers, learning support staff, and any medical, psychiatric or other professionals.
- Consideration of applications takes place within our admissions panel after the 1st Stage, and the suitability of the student for the house and class vacancy available is discussed.
- Decision to proceed to the 2nd Stage interview, or not, is taken by senior staff in the light of information gained, and is final.
- Decision to proceed to an offer of placement, or not, is taken by senior staff in the light of the additional information gained at this stage, and is final. The decision can have three forms:
  1. That Southlands cannot fully meet the applicant's needs and therefore no place is offered.
  2. That Southlands can meet the applicant's needs, therefore a place is offered.
  3. That Southlands can meet the applicant's needs in the foreseeable future, and therefore a place is offered for when the anticipated vacancy falls available. (This could be at the start of the next academic year).

## 2nd Stage

A letter of invitation (sometimes a phone call) is sent inviting the student to come to the school for the 2nd Stage assessment. A 2nd Stage assessment does not guarantee a place at Southlands.

## 2nd Stage visit

The visit involves a day at the school in class, on house, and opportunities to talk with other students. The prospective student is encouraged to ask questions and be fully involved in any decision regarding his placement with us. Where there is unwillingness, or open hostility is demonstrated to the other students because of their special needs, the placement rarely works.

- Willingness on the part of the student to consider attending school at Southlands must be clear at this stage for the final phase to begin.
- Consideration of applications takes place within our admissions panel after the 2nd Stage, and the suitability of the student for the house and class vacancy available is discussed.

## The offer is accepted

This triggers the 3rd Stage.

## 3rd Stage

- A questionnaire and information pack is sent to the family. Parents are expected to return the questionnaire, fully completed before the student can attend full time. Failure to do so may halt the admission process.

## Start date

This is negotiated with the Local Authority. Contracts are signed.

## Current school

A prospectus can be sent to staff currently working with the prospective student in his current school, to assist with the transition process.

- Links with the residential house the student will be joining commence (telephone calls initially).
- More visits to the school by the student and family are welcomed, to help with the transition process.

Usually, when asked to consider the admission of a student where the case is going to Tribunal, parents or a solicitor acting for parents, will approach us to ask officially if we will take him. This prompts a move to a Tribunal Stage, if we have a vacancy. We will assess the suitability of the candidate for the vacancy in the same way as for other applicants, from papers, and visits.

Throughout the admissions procedure, the student is kept at the centre of the process.

# Admissions

## The assessment period

Southlands is a programme, not a location. We do not suit everyone. It is essential that we feel confident we can meet the needs of the individual students in the longer term. It is also an expectation that individual behaviours or difficulties do not impact negatively on the efficient education of others, or compromise the therapeutic environment that has been developed carefully for the whole school community.

It is for this reason that all places at Southlands are offered subject to a three-month assessment period. We cannot tell with any degree of certainty whether our particular therapeutic environment will meet a student's needs until he has been with us a while and nor does he, in fact, know if he can work here with us. At the end of this period we would expect to see a positive trend.

If there is a history of psychiatric difficulty or additional specific medical condition that is new to our environment, there may be a clause in the contract that designates a trial period, terminable at short notice, if the student's condition returns or deteriorates.

## Assessments

A range of assessments is undertaken during the first three months, including academic, psychological, and behavioural. Specialist speech and language and occupational therapy assessments are also undertaken.

Open, honest dialogue: nothing is kept from families. Reality is our objective. We believe families can help considerably with the process of assessment and settling into school.

## Parent partnership

In order for any placement at Southlands to succeed all parties must work together towards common goals. Families must support the philosophy and approach of the school for progress to be made. Parents who buy into what the school offers, but later expect approaches to be changed to suit their son's wishes may cause an eventual breakdown of the placement through a lack of consistency.

## Assessment review

This is held after three months, or at any time before if necessary, to assess the progress of the placement. (This meeting is subject, of course, to proper and prior notice to all concerned.) We are looking for a positive trend. Discussion meetings may be necessary within this period. Parents and placing authorities will be kept informed of progress and of any difficulties as they arise.

## Outcome of assessment review

The possibilities are: "no positive trend" or "a positive trend".

## No positive trend

If there is no positive trend after three months with regard to settling in, staying on site, general mental stability and co-operation, demonstration of a willingness to be at Southlands, and in management of aggression, then the placement will be subject to one of the following:

- A further specific assessment period (temporary continuance of placement).
- Termination of placement.

It is very rare for a student to leave us after three months but it does and could happen if the student is not suited to our particular environment. In this event, to continue would be considered to risk more harm than good, both to the student and to the school community.

## A positive trend

Successful completion of the assessment period means that the placement is maintained. The next milestone is the annual review, which is held at school each year. The student's Statement, together with academic, social and behavioural progress is reviewed at this meeting, along with the continued suitability of the placement.

For some students Southlands is suitable for just a short time. 'Needs' can and do change. This is rare but should be recognised as a possibility.

## Moving on and transition

Southlands suits some students all of the time, and they stay for several years, but for a few, Southlands suits them for a part of their secondary education only.

A review of the placement takes place every year with parents and Local Authorities, at annual review. All parties are invited to the discussion and review of needs and progress. If we feel the student's needs have changed or that we are the wrong placement or making little progress – we will say so unequivocally.

Any transfers are handled sensitively and planned through the special needs process. Students are fully involved in any change of placement and appropriate information is shared with them regarding the new unit and our staff would expect to be fully involved and supportive of the child through the transition process.

Very occasionally there may be serious issues that cause a placement to break down, or end in exclusion. In these cases we recognise that the needs of the young person can be best met elsewhere and strive to maintain them at the centre of the process of transfer.

# Important Additional Information

Transition planning for school leavers begins in Year 9 and gathers pace in Years 10 and 11. Many students return home for Sixth Form but many also access The Wing Centre, which offers extended education and training for post-16 young people.

School leavers who are going home after Year 11 to access local provision are permitted, following negotiation with the LA, to leave before the end of term if they wish to do so.

Some take part in work experience at this time, and are on a different timetable. We expect all students to attend for Celebration Day and Prize-giving.

For those transferring to The Wing Centre at the end of Year 11, induction and familiarisation opportunities will combine with work experience to form the basis of the end of year programme.

All ex-students are part of the Southlands Old Boys' Association and are invited to the Carol Service and Prize-giving each year. All are welcome to visit, and they do, often at weekends. We appreciate a call to let us know visitors are coming. We have found that relationships between the students themselves are invariably stronger in the post-school years than when the students were with us. Some go on holiday together.

New technologies appeal to our students and many keep in touch online, by e-mail and texting.

## Fee arrangements

The individual needs of each student entering a Cambian school are paramount and fee levels must be carefully and accurately determined to maximise Progress.

A full needs assessment will be carried out prior to or, in agreed circumstances, subsequent to admission and an exact fee level, relating to the individual, will be established for the placing authority in contractual form. Inevitably, the requirement for intensity of staff input, additional therapies and resources will be the main determinant of fee levels in addition to the 'standard service'. Fee reviews take place each year in October, and Local Authorities are advised of the new fee levels which will take effect from the following April.

The fee structure for all Cambian schools and colleges is available separately. Please contact the Head for further details.

Recognising the need for accurate budget planning within authorities, Cambian will guarantee that general fee rises will be kept to appropriate inflationary levels each year and changes notified at least three months in advance. For any student at Southlands School case reviews are held annually and the subject of needs and appropriate fee levels will be addressed at that time. If all parties agree to the continuing placement at the same, increased or decreased staffing and resource level, fees will be adjusted accordingly.

The need to plan and adhere to accurate budgets applies equally to Cambian, and accordingly

- a) all fees are payable termly in advance on, or before, the Friday preceding the commencement of the period in question, and
- (b) the right is reserved to levy a surcharge of 2% per month, or any part of a month, on any fees remaining outstanding beyond that due date of payment.

Fees are generally comprehensive in terms of what is provided but further details regarding the terms and conditions of placement are given in the placement acceptance letter.

A small charge is requested from families towards the replenishment of toiletries and sundries, as required, during term time. Details are to be found in the 'kit list', available once acceptance of a placement is confirmed.



New technologies appeal to our students and many keep in touch online, by e-mail and texting.

# Important Additional Information

From time to time families or carers will be asked to provide additional money to cover particular field trips or outings, in school time or out of school hours, to enhance Curriculum opportunities. This is much as would be expected in any school, and where this may cause hardship, support can be requested direct from the Head.

Pocket money remains the responsibility of families or carers. A request is made for students to receive some pocket money to encourage development of life skills through money management.

## Transport between home and school

Where a Local Authority agrees to fund a placement at Southlands, they also normally undertake transport at the beginnings and ends of term. The matter of transport at these times and at any other times is strictly between parents and their Local Authority and we are not able to become involved in any negotiations.

## Location

Brockenhurst village is about four miles from Southlands. It has a British Rail mainline station (Weymouth-Bournemouth-Waterloo line) and a taxi journey to school takes approximately ten minutes.

## Student absence from school

It is expected that families and carers will ensure students attend school during term time, and we are required by law to monitor attendance. The form given in the Appendices is available from the school office and must be submitted in all cases where a variance of our attendance expectations is requested.

## Our commitment

Cambian Group is committed to providing a service of the best possible quality and, as part of that process, offering the best opportunities for its staff and students. It seeks to provide the very highest standards of education and care for children with special needs.

- Corporal punishment and any sanctions which threaten the dignity of an individual are neither used nor permitted in any Cambian establishment.
- All Cambian schools and colleges are non-denominational but each Head is responsive to the wishes of parents regarding the religious upbringing of their children. Collective assemblies are held at each establishment.
- Parents are encouraged to play an active role in their child's education and of course have open access to all parts of each establishment and their child's records.
- Each school or college has a well-established complaints procedure which involves independent people at an early stage both to operate the procedure and to represent the student.
- All Cambian establishments comply with the statutory requirements governing the management of institutions caring for people living away from their natural home.

Each establishment is equipped with the most up-to-date facilities, employs highly trained, committed staff and utilises modern, effective and sometimes pioneering teaching methods.

Cambian is recognised as achieving ISO 9001:2000 through Certification International (UK) Ltd, and in addition, is also committed to maintaining its ongoing achievement of the Investor in People award.

Cambian has pledged that all care staff will achieve a minimum QCF Level 3 Diploma in Childrens and Young Persons workforce and has established the necessary and appropriate infrastructure accordingly.

Cambian Group is an equal opportunities employer and acknowledges and responds to the values of students from differing religious, cultural, racial and linguistic backgrounds and observes a total no smoking policy.

## Complaints procedures

It is our desire to resolve any issues with families that may from time to time arise, as speedily and smoothly as possible. In circumstances where this is not possible our Complaints Procedure is available to you at admission and on request from the school office.

## Key Policy Documents

The following documents are available from the school office upon request:

- Particulars of the school's policy on and arrangements for admissions
- Particulars of the school's policy on and arrangements for discipline
- Particulars of the school's policy on and arrangements for exclusions
- Particulars of educational and welfare provision for pupils with statements of special educational needs
- Particulars of educational and welfare provision for pupils for whom English is an additional language
- Particulars of the curriculum policy
- Particulars of policies relating to bullying

# Rights & Responsibilities

- Particulars of policies relating to health and safety
- Particulars of policies relating to the promotion of good behaviour
- Particulars of policies relating to sanctions adopted in the event of pupils misbehaving
- Particulars of the arrangements for tackling bullying
- Particulars of the arrangements for promoting pupils' health and safety on the school premises
- Particulars of the arrangements for promoting pupils' health and safety on educational visits
- Particulars of academic performance during the preceding school year, including the results of any public examinations
- Details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year
- The number of staff employed at the school, including temporary staff, and a summary of their qualifications
- The safeguarding of children policy

## Rights

- I have the right to be safe.
- I have the right to an education.
- I have a right to be treated with understanding – not to laugh at others, tease others or try to hurt their feelings by name calling.
- I have a right to be treated with respect and politeness.
- I have a right to expect my property to be safe.
- I have a right to be taught in a pleasant school environment which does not put me at risk.
- I have a right to enjoy a healthy lifestyle while I am at school.

## Responsibilities

- I have a responsibility to make the school safe by not threatening, hitting or hurting anyone.
- I have a responsibility to co-operate with teachers, classroom support staff and other students to make sure that lessons proceed smoothly. I should not behave in a way that will interfere with the other students' right to learn.
- I have a responsibility to attend school regularly and to arrive at lessons on time.
- I have a responsibility to treat others with understanding.
- I have a responsibility to treat others politely and with respect.
- I have a responsibility to respect the authority of staff.
- I have a responsibility to disagree without being disagreeable.
- I have a responsibility not to steal, damage or destroy the property of others.
- I have a responsibility to take care of the school and its resources.
- I have a responsibility to inform staff about any damaged equipment or fittings. I accept that adults may more easily see dangers, and I will comply with their instructions. I have a responsibility to report others I see damaging my school.
- I have a responsibility not to bring tobacco, alcohol, pornography or drugs into school.



# Rights & Responsibilities



## The rights and responsibilities of children and young people in Cambian establishments

We believe that people with special needs should share the same rights as all members of the population, where these are appropriate and in their best interests.

Within the statutory framework provided by current legislation and regulations, staff of Cambian work to protect and promote for all people with special needs the right:

- To live full and independent lives to the maximum of their potential.
- To a full, accurate and unbiased assessment of their special needs.
- To the range of educational, care, health and other associated support services required to meet all their needs.
- To be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected.
- To appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being.
- To safe, attractive and comfortable living accommodation.
- To privacy.
- To adequate food, clothing, space and other necessities of life.
- To the equipment, assistance and support services necessary to enable them to live with dignity.
- To the degree of freedom of movement which is consistent with their health, safety and well-being.
- To participate in and benefit from cultural, entertainment, recreational and sporting activities.
- Where possible to use facilities and services in the community.
- To develop relationships without exploitation or coercion.
- To the full protection of the law.
- To be protected from all forms of abuse and from the fear or threat of abuse.
- Of access to information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being.
- To supportive intervention to promote positive behaviour and to protect them from harm.
- To access suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service.
- To financial support sufficient to maintain their quality of life.
- To have links with home and family promoted and maintained.
- To positive recognition of cultural and religious diversity.

In the light of our strongly held belief in these rights of the individuals in our care, we undertake the duty to promote them through the provision we make for our children and young people.

We offer a high standard of education and care based on an accurate assessment of the special needs of groups and individuals, and delivered in an environment which supports and promotes personal growth and development. The service we ourselves provide is complemented by the full range of external support agencies required to meet all the needs of our client group.

Our young people live in safe, attractive and comfortable accommodation and are accorded a degree of privacy and consideration which safeguards their

dignity and enhances their quality of life. We try always to involve them in making decisions which affect their lives and to take account of their wishes in relation to lifestyle, work and leisure. They live well, eat regularly, are well dressed and encouraged to maintain the highest standards of personal cleanliness and good grooming. No effort is spared to promote their health and general well being.

We seek to offer all our young people a full range of suitable activities within our own establishments and, where possible, in the community. These activities are age-appropriate, designed to encourage the degree of independence of which the young person is capable and to promote the development of good relationships with their peers and others with whom they come into contact.

Consistent with protecting them from harm, we encourage freedom of movement and offer appropriate support to enable access to activities of their choice.

Whilst in our care, young people enjoy the full protection of the law. We operate checks, establish codes of conduct for staff and provide safeguards to ensure their safety from abuse or threat of abuse. There is a Cambian policy with regard to Safeguarding which is strictly followed in every school and college and which fulfils all statutory requirements. Our Complaints Procedure is comprehensive and of proven worth; for all the schools there are Independent Persons to whom complaints or concerns can be directed.

In all establishments we maintain sufficient numbers of staff, suitably qualified and experienced, to ensure that young people are carefully supervised and have access to support, advice, guidance and education of high quality. Particular emphasis is placed on helping them to reduce unwanted behaviours and to operate effectively as individuals in society. Every effort is made to maintain links with home and family and, where relevant, to ensure recognition of cultural and/or religious diversity.

Each establishment is equipped with the most up-to-date facilities, and employs highly trained, committed staff using modern, effective and sometimes pioneering teaching methods.

# Rights & Responsibilities

Our work is based upon understanding the ability of the student to manage academically, socially and emotionally as an individual, as part of a group and as part of his family and the wider community.

## **The board of Cambian Education Services special leave of absence**

Dear Parents

You are considering asking for special leave from school to be given to your child over and above the 13 weeks already available. Please read the guidance carefully before deciding whether you wish to make a request on the following form.

Yours sincerely  
Head

## **Guidance for parents – holiday leave from school**

As part of our legal responsibility for promoting attendance at school, we are required to decide whether every absence from school is authorised or unauthorised.

There has been a general assumption from many parents that there is entitlement to holidays and days away from school, in term time. This is not the legal position. Schools may grant holiday leave but are under no obligation to do so. All holidays, including a day's absence, must be requested in advance. Funding authorities pay fees for termly boarding and have right of sight of registers and information on absences.

As a school we do not have set rules on when or when not to authorise absence. However, generally speaking, the Head will not authorise unless there are exceptional reasons.

## **Guidance**

- Authorisation will not be given for KS2 and Year 9 students during the SATs week of testing in May.
- Authorisation will not usually be given for Year 11 students, and especially not during spring and summer term examination weeks .
- Authorisation will not usually be given for the regular missing of a particular lesson on a Friday or a Monday to facilitate long weekends at home.

Every request is considered on merit in consultation with teachers. There is no intention of making life difficult for the sake of it, but families should be aware of our commitment to the philosophy of Transition to Adult Life. Unnecessary absences from school or particular lessons do not set a good example, with regards to responsibilities and a work ethic in the future, to those with AS. In short, we should not foster in them the expectation that they can take time off for reasons such as birthdays. This is not how it is in real life.

Good attendance and parental commitment to regular attendance is known to be a key factor in school success.

Work with us, please, to optimise potential.

# The Southlands Journey

## A parent's personal perspective

I'll lend you a little child of mine, who is all but nine,

Monday to Friday, bi-weekly or termly, to care for and to teach;

Far away from home much loved and out of reach.

Fighting for the best, needs to be met, child in distress,

Parents try their best.

No more explanations needed, always understood, the Southlands way as it should.

Time to grow, share and learn, in a beautiful place,

Surrounded by care and concern.

The years pass and on he grows, but not without high jinks;

Up tall trees, black op escapes, scaling buildings, and chasing pigs.

Alarms go off, grenades under the bed;

"Oh what fun!!!" the Head said.

High jinks channelled, sailing, running, Purbecks and drumming;

On he grows, flourishes and beyond;

Climbs one or two mountains and gets to the top!

So here we are some seven years on, time to say goodbye and move on;

Lots of love to you all, a parents dream come true, to have care, consideration and acceptance is just too good to be true!!

The job is never done as we all grow and learn but you started us on that journey and now we have learnt.

So farewell and thank you, enshrined in our hearts,

Stay true to your values, your care and concern;

And take children to places where dreams and aspirations come first.

**Anon**



# The Southlands School

## Staff Structure

Name	Assigned responsibilities	Qualifications
<b>Naomi Clarke</b>	Head / SENCO	BEd, Dip Ed SEN, AMBDA
<b>Andrew Simmons</b>	Deputy Head	D32/33, NVQ Level 4 Management, Registered Manager Award, NEBS Management Dip, NVQ Level 5 Strategic Management, MCMI
<b>Robert Frisby</b>	Assistant Head/ ICT, Maths	PGCE ICT/PE BA Hons Tech/PE
<b>Gavin Woods</b>	Care Services Manager	NVQ Level 4 in Health & Social Care BA(Hons) Theology with Youth & Community Work
<b>Becky Bolger</b>	Care Manager	NVQ Level 4 Management, Registered Manager Award
<b>Carolyn Champion</b>	Domestic Bursar	Level 4 Diploma in Administrative Management
<b>Eric Cawdron</b>	Human Resources & Training Officer	FATC, CIPD
<b>Helen Ashton-Hurst</b>	Administrator	RSA Diploma in Admin. & secretarial procedures

### Teaching Staff

<b>Melanie Brown</b>	SENCO	BA Hons Primary Education & Teaching, National Award Special Educational Needs Coordination
<b>Tom Grocholski</b>	Maths	MA English
<b>Anne Wakeling</b>	Science	Teachers Cert.-Science
<b>Claire Bartlett</b>	English	BA Hons Eng/Hist PCGA
<b>Tom O'Doherty</b>	Design/Technology	Bachelor of Technology Education
<b>William Duffett</b>	Humanities	BA Hons Economic & Social History
<b>Caroline Emberson</b>	Maths/ICT	BA Hons Business Management, PGCE Business & IT
<b>Marion Frewin</b>	Art	BEd Hons, Art & Design
<b>Peter French</b>	MFL	BA Hons French & Italian, PGCE, PGDip Management Studies
<b>Amanda O'Brien</b>	Primary	BA Hons Hist/Eng, PGCE
<b>Angie Ward-Brown</b>	PSHE SRE Co-ordinator	BA Hons, City & Guilds FE Teachers Certificate Stage 1&2
<b>Adam Moore</b>	Music Specialist	BA Hons Youth Work and Ministry
<b>Nigel Goodman</b>	PE/DofE	BELA, DofE Silver Trainer

Name	Assigned responsibilities	Qualifications
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### Multi Disciplinary Team

<b>Kate Landells</b>	Therapy Manager	Bsc (Open) Psychology & Managing Health & Social Care, Certificate Social Science (Open), NVQ3 Health & Social Care
<b>Fiona Waters</b>	Assistant Psychologist	BSc Psychology
<b>Lisa Coole</b>	Assistant Psychologist	BSc Psychology
<b>Dr Chris Ainsworth</b>	Clinical Psychologist	Doctorate Clinical Psychology, University of Southampton
<b>Dr Gabrielle Pendlebury</b>	Psychiatrist	Masters in Theoretical Psychoanalytic Studies
<b>Dr Salvatore Rotondetto</b>	Associate Specialist in Community Paediatrics	MD PHD
<b>Barbara Doel</b>	Physiotherapist	BSC Hons Physio
<b>Joan Medland</b>	Occupational Therapist	BSC Hons Occ Therapy
<b>Liana Kitova</b>	Occupational Therapist	BSc Occupational Health
<b>Natasha Webb</b>	School Nurse	Adv.Dip in Nursing Studies
<b>Jennifer Mackie</b>	Speech & Language Therapist	BSc Hons RCSLT
<b>Katherine Skiba</b>	Speech & Language Therapist	MSc Speech & Language Therapy
<b>Lisa Murphy</b>	Holistic Therapist	CIBTAC Level 3 Therapeutic Massage ITEC Level 3 Diploma Reflexology ITEC Level 3 Diploma Indian Head Massage

# Students' Term & Holiday Schedule 2012–13

Term	Dates
<b>AUTUMN TERM</b>	<b>2012</b>
1st half	Tuesday 4th September* - Friday 19th October**
Half Term	Saturday 20th October - Sunday 4th November
2nd half	Monday 5th November* - Thursday 20th December**
<b>CHRISTMAS HOLIDAY 2012</b>	Friday 21st December - Monday 7th January
<b>SPRING TERM</b>	<b>2013</b>
1st half	Tuesday 8th January* - Friday 15th February**
Half Term	Saturday 16th February - Sunday 24th February
2nd half	Monday 25th February* - Thursday 28th March**
<b>EASTER HOLIDAY</b>	Friday 29th March - Sunday 14th April
<b>SUMMER TERM</b>	<b>2013</b>
1st half	Monday 15th April* - Friday 24th May**
Half Term	Saturday 25th May - Sunday 2nd June
2nd half	Monday 3rd June* - Thursday 25th July**
<b>SUMMER HOLIDAY 2013</b>	Friday 26th July - Monday 2nd September
<b>AUTUMN TERM</b>	<b>2013</b>
Next academic year begins	Tuesday 3rd September 2013*
<b>BANK &amp; PUBLIC HOLIDAYS</b>	<b>2012 - 2013</b>
Christmas Day	25th December 2012
Boxing Day	26th December 2012
New Year's Day	1st January 2013
Good Friday	29th March 2013
Easter Monday	1st April 2013
May Day Holiday	6th May 2013†
Spring Bank Holiday	27th May 2013
Summer Bank Holiday	26th August 2013

\* First day of school after a holiday

\*\* Last day of school before a holiday

† Staff and students are in school for this bank holiday

## TRAINING DAYS FOR ALL STAFF

Monday 3rd September 2012  
 Monday 5th November 2012  
 Friday 21st December 2012  
 Monday 7th January 2013  
 Monday 15th April 2013

# The Southlands School

## Statistics

Results achieved by Year Group 11 at GCSE  
2010

Number in Year Group: 6

	A*	A	B	C	D	E	F	G	U	X	Total
<b>English Language</b>			1	2		2					5
<b>English Literature</b>			1	3			1				5
<b>Mathematics</b>		1	1	2	1						5
<b>Science</b>	1	2		2							5
<b>Additional Science</b>		3		2							5
<b>Art &amp; Design</b>				1	2	2					5
<b>Design &amp; Technology: Resistant Materials</b>				2	1						3
<b>History</b>				1	1	2		1			5
<b>Short Course GCSE: ICT</b>						1		1			2
<b>Totals</b>	1	6	3	15	5	7	1	2			40

Results achieved by Year Group 11 at GCSE  
2011

Number in Year Group: 11

	A*	A	B	C	D	E	F	G	U	X	Total
--	----	---	---	---	---	---	---	---	---	---	-------

English Language

Entered: 9				2	1	6					9
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English Literature

Entered: 4				1		1	1		1		4
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Mathematics

Entered: 11	1		1	4	1	2	1	1			11
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Science

Entered: 10		3		3	3		1				10
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Additional Science

Entered: 4		1		3							4
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Short Course ICT

Entered: 3				1	2						3
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Art & Design

Entered: 9			3		2	2	2				9
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Design & Technology: Resistant Materials

Entered: 5				1	2	2					5
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History

Entered: 1						1					1
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Short Course History

Entered: 4							1	2	1		4
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RE

Entered: 3				1		1	1				3
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Totals	1	4	4	16	11	15	7	3	2	0	63
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Results achieved by Year Group 11 at GCSE  
2010/11

Number in Year Group: 15

	A*	A	B	C	D	E	F	G	U	X	Total
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English Language

Entered: 10		2		1	2	3	1	1			10
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English Literature

Entered: 0											0
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Mathematics

Entered: 14		1	3	2	3	1	2		2		14
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Science

Entered: 13		3		3	3	2	1	1			13
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Additional Science

Entered: 7		2	2	1	1	1					7
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Short Course ICT

Entered: 9				1	1	1	3	1	2		9
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Art & Design

Entered: 12				2	1	2	7				12
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Design & Technology Resistant Materials

Entered: 6				1	1	2	1			1	6
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History

Entered: 0											0
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Short Course History

Entered: 6			2			1	2	1			6
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RE

Entered: 8					1		1	2	3	1	8
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Totals		8	7	11	13	13	18	6	7	2	85
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Other  
Entry Level

Year	No. in year	1	2	3	Not completed
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There were no Entry Level Candidates for 2009

English

Entered: 1	2010	6			1		Figures for Yr 11 only, 2010
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English

Entered: 2	2011	11			1	1	Figures for Yr 11 only, 2011
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English

Entered: 7	2011	15		2	5		Figures for Yr 11 only, 2012
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Other  
City & Guilds/ASDAN

Year	No. in year	Entries	No. Achieved/Award Level
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Adult Literacy Level 2

	2010	6	4	2/Full Award
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ASDAN

	2010	6	3	3/Silver Award
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Adult Literacy Level 1

	2011	11	5	2/Full Award
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Adult Literacy Level 2

	2011	11	1	1/Full Award
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CLAIT/ITQ

	2011	11	2	2/Level 1 (GCSE D-G Equivalent)
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Adult Literacy Level 1

	2012	15	3	2/Full Award
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**Key Stage 2 Tests  
2010**

**Number in Year Group: 4**

	A	T	N	B	1	2	3	4	5	6	7	8	EP	Total
<b>English</b>	2			1				1						4
<b>Mathematics</b>	2			1					1					4
<b>Science</b>														
<b>Totals</b>	4			2				1	1					8

**Key Stage 2 Tests  
2011**

**Number in Year Group: 4**

	A*	T	N	B	1	2	3	4	5	6	7	8	EP	Total
<b>English</b>		1	1	1			3	2						8
<b>Mathematics</b>		5						3						8
<b>Totals</b>		6	1	1			3	5						16

NB: Science Test was abandoned nationally this year.

**Key Stage 2 Tests  
2012**

**Number in Year Group: Nil Entered**

- A** if a pupil was absent from one or all of the test papers
- T** if a pupil is working at the level of the tests but is unable to access them
- N** if a pupil is entered for the test but did not achieve the level required for the test
- B** if a pupil is working below the level assessed by the test

**Key Stage 3 Tests  
2008**

Year: 2009 onwards KS 3 tests have been discontinued nationally, therefore not published in this format

**Year 11: Summary of Examination Results  
2010**

**Number in Year Group: 6**

	Entered for 5+ GCSEs	Achieving 5+ A*-C	Achieving 5+ A*-G	Entered for 1+ GCSE	Achieving 1+ A*-G
	83.3%	50%	83.3%	100%	100%

**Year 11: Summary of Examination Results  
2011**

**Number in Year Group: 11**

	Entered for 5+ GCSEs	Achieving 5+ A*-C	Achieving 5+ A*-G	Entered for 1+ GCSE	Achieving 1+ A*-G
	54.5%	18%	54.5%	100%	100%

**Year 11: Summary of Examination Results  
2012**

**Number in Year Group: 15**

	Entered for 5+ GCSEs	Achieving 5+ A*-C	Achieving 5+ A*-G	Entered for 1+ GCSE	Achieving 1+ A*-G
	84.6%	15.4%	69.2%	100%	100%

Attendance and destination of students leaving  
Southlands School

Period	Destination	No. of students
<b>2009–2010</b>		
	The Wing Centre	4
<b>2010–2011</b>		
	The Wing Centre	10
	Grateley House School	1
<b>2010–2011</b>		
	The Wing Centre	9
	Grateley House School	1
	East Surrey College	5
	Woodhouse College	
	North Warwickshire and Hinckley College	
	New College, Swindon	
	Guildford College	

Attendance for the academic year  
2011–2012

	Authorised Absence	Unauthorised Absence	Attendance
<b>Autumn</b>			
	5.0%	0.1%	94.9%
<b>Spring</b>			
	4.5%	0.2%	95.3%
<b>Summer</b>			
	5.2%	2.1%	92.7%

# Parent Liaison Team

## Supporting parents all the way

We're the Parent Liaison Team and we're all experts in ASD and the facilities and programmes offered by the Cambian Group.

Between us, we have nearly 60 combined years of experience in the field of autism and Asperger syndrome. Our backgrounds span the areas of teaching, care and transition, so we're just the right people to help you.

If your child has a Statement of Needs and a diagnosis of ASD, you will be able to speak, in confidence, to a Parent Liaison Officer who will support you through the following areas:

- **The admission process**
- **Tribunals**
- **Funding**
- **School profiles**
- **Advice for international parents about the UK education system**

If Cambian doesn't turn out to be the best place for your child, we can guide you to appropriate alternative organisations.

### **Meet the team:**

We have different specialities so together we're a great team.



From left to right:

#### **Karen**

Responsibility: Young people up to the age of 19 with a diagnosis of Asperger syndrome

#### **Linda**

Responsibility: Team Leader, Assessment and Admissions Manager

#### **Sheila**

Responsibility: Young people with a diagnosis of autism

**Please call us on 0800 288 9779 if you would like to discuss, in confidence, a student's specific needs.**

### **CAM034-SLS**

Date of preparation **12/10/2012**

The Cambian Group comprises a number of companies which are registered in England and Wales and the Bailiwick of Jersey. The details of those companies in the Cambian Group registered in England and Wales can be found at [www.cambiangroup.com/about/legal](http://www.cambiangroup.com/about/legal)

**[www.cambiangroup.com](http://www.cambiangroup.com)**

# Our Schools

To discuss, in confidence, a student's specific needs, please call us on **0800 288 9779** or email **education@cambiangroup.com**

**www.cambiangroup.com**

## Schools for Asperger syndrome and complex needs

- 01 Grateley House School, Hampshire
- 02 Stratford Lodge, Wiltshire
- 03 Southlands School, Hampshire
- 04 The Wing Centre, Dorset

## Schools for autism and complex needs

- 05 The Forum School, Dorset
- 06 Purbeck View School, Dorset

## Schools/Colleges and provisions for autism, severe learning disabilities, challenging behaviour and complex needs

### 07 Hill House School, Hampshire

#### TRANSITION SERVICES

- 08 Amberwood Lodge, Dorset
- 09 The Squirrels, Hampshire
- 10 Oakhurst Lodge, Hampshire
- 11 Devon Lodge, Hampshire

- 12 Cambian Southwick Park School, Gloucestershire

### 13 Broughton House, Lincolnshire

#### EXTENDED SERVICES

- 14 No.12 High Street, Lincolnshire
- 15 Elston House, Nottinghamshire
- 16 Cambian Beeches, Nottinghamshire

- Children's services
- Young adult services

### Southlands School

Vicars Hill  
Boldre  
Lymington  
Hants SO41 5QB

Tel 01590 675 350  
Fax 01590 671 891

