

**Southlands - Children's Home**  
**Cambian Group**

**Cambian Asperger Syndrome Services Limited**  
**Statement of Purpose**

Vicars Hill, Boldre, Lymington, Hampshire, SO41 5QB

Tel: 01590 675350

DfE Registration Number: 850-6030

Ofsted Registration Number: SC482294



*Southlands School Children's home and its statement of purpose are underpinned by the home's ethos and vision.*

## ETHOS

*Everyone has a personal best*

*Everyone can find something to aim for*

*Everyone can achieve something special*

*Everyone should have the support and opportunity to strive for their goals*

## VISION

*Every resident at Southlands will be given opportunities to develop high self-esteem, respect for others and positive and socially responsible behaviour, enabling them to enjoy success and purpose in their wider communities.*

*All young people will be enabled to engage fully in society by the time they leave Southlands. This means being able to find work, further or higher education or voluntary positions in line with their own starting point and potential best outcome.*

*At the heart of this vision is the home's enthusiasm and rigor in dealing with partners and stakeholders.*

*To support full engagement in the on-site education provision and any external education providers.*

## Southlands – Children's home

### Matters included in this Statement of Purpose:

#### QUALITY AND PURPOSE OF CARE

- 1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.*

Southlands residential children's home is part of the Cambian Group. The majority of young people have an Education, Health, and Care Plan (EHCP) with their primary special need being ASC typically functioning at Level 1 (DSM-5). They may have a variety of additional special education needs associated with ASC.

We are able to support and care for individuals with associated complex needs such as:-

- language and social communication
- social emotional
- sensory processing
- co-morbid difficulties associated with ASD such as ADHD
- heightened anxiety
- self-harm
- dyslexia
- dyspraxia

Our young people can on occasion present with behaviours that challenge. We use non-aversive, positive behavior approaches and crisis prevention interventions to support and maintain relationships.

Our work is based upon understanding the ability of each young person to manage academically, socially and emotionally for example; as individuals, as part of a group, as part of their family and as part of the wider community. The purpose of the home is to prepare young people for the demands of adult life through staff expertise and specialist approaches, including a nurturing therapeutic environment which encourages young people to flourish academically, socially, emotionally and spiritually.

## *2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.*

At Southlands we follow the Autism Education Trust principles. We promise to:

1. Understand what you are good at, what you like doing and when you might see help
2. Listen to and act upon your ideas about how we can help you if you need it
3. Listen to and work with the people who know you best and who you trust
4. Make sure we are always progressing towards your goals and aspirations
5. Make sure all staff know the best way to support you, both in and out of lessons
6. Help you to get involved and be included in the activities you wish to participate in
7. Work together to set achievable goals that are important to you, and that help you see how well you are doing
8. Help you to feel safe, secure and empowered, and able to learn

Our ethos is based upon non-aversive positive approaches to behaviour change, an Autism friendly range of parenting styles and strategies that are needs-led and detailed within personalised Care Plans.

The work of our staff is based upon understanding the ability of the young person to manage academically, socially and emotionally. We use therapeutic support and appropriate educational, social, emotional, and spiritual programs which take account of an Autistic Spectrum Condition (ASC) learning style.

Staff are trained in "The Incredible Years" parenting course, so we can provide a consistent approach across all the homes on site. Individualised plans are designed to meet specific needs, and these plans form the basis of a partnership between the young person, school, family and social worker if applicable. We aim to teach self-regulation through the provision of a range of strategies that allows young people to utilise their strengths and manage challenges successfully. We aim to support the young people to develop socially appropriate behaviours through the structured use of positive interventions using the least restriction in terms of supporting successful outcomes. Including the young people in positive behaviour planning, modelling and teaching alternative approaches to situations is a pivotal aspect.

## *3. Description of the accommodation offered by the home, including - how accommodation has been adapted to meet the needs of Children and young people;*

Our young people are physically able, however, some have sensory issues which requires support with a sensory plan. Each of the homes provides a caring and nurturing environment as close to a family situation as possible, which also aims to recognise the developmental needs of each individual within the group. All the homes benefit from single occupancy bedrooms with some having en-suite facilities, communal lounges, bathrooms and kitchen areas. In addition to this most of the homes also have an alternative room to cater for more than one activity at a time. Young people have input into the décor of their homes and bedrooms through weekly home meetings.

We always consider their opinions and rights of our young people to make decisions. For our young people who are aged between sixteen and nineteen there are occasions where we will utilise the Mental Capacity Act 2005, and carry out an assessment bearing in mind the 5 statutory principles:

**Principle 1:** 'A person must be assumed to have capacity unless it is established that he lacks capacity.

**Principle 2:** 'A person is not to be treated as unable to make a decision unless all practicable steps to help him to do so have been taken without success.

**Principle 3:** 'A person is not to be treated as unable to make a decision merely because he makes an unwise decision.

**Principle 4:** 'An act done, or decision made, under this Act for or on behalf of a person who lacks capacity must be done, or made, in his best interests. ll

**Principle 5:** 'Before the act is done, or the decision is made, regard must be had to whether the purpose for which it is needed can be as effectively achieved in a way that is less restrictive of the person's rights and freedom of action.

*(a) The age range, number and sex of children for whom it is intended that accommodation is to be provided; and*

Southlands home is registered to accommodate up to twenty-nine young people between the ages of seven and nineteen on a residential basis up to fifty-two weeks a year. Southlands offer a flexible package which can accommodate children and young people on weekly, termly or annual boarding basis dependent on individual need.

*(b) The type of accommodation, including sleeping accommodation.*

The Children's Home consists of a number of individual homes on site of which there are currently three open; Coach, Wilverley, and Setthorns. There is potential onsite for more homes to be opened. Decisions are made regarding which living environment accommodates each young person depending on their age, ability, difficulties that are presented, and in addition to this, where their needs could potentially change. The young people are consulted where appropriate, this is to ensure compatibility where there is the need. Both residential and educational facilities are within the campus of Southlands School.

Children/Young people are provided with their own bedroom (no shared) which includes a single bed, wardrobe, and chest of drawers. they can then choose to personalise their bedrooms if they wish to – including a choice of colour from a colour range. A desk & chair is also provided to support continued learning.

The Home comprises of:

Accommodation	Number of bedrooms
Wilverley	5
Coach house	5
Setthorns	5
Bolderwood	4
Flat	4

#### *4. A description of the location of the home.*

Southlands Children's Home is located just outside the village of Boldre, in the New Forest, situated on the edge of the wide acreage of the New Forest National Park, which has an abundance of walks and wildlife areas. The site benefits from a rural setting with generous grounds. Due to where we are positioned, we consider the campus as a safe site, but not a secure site. Young people are able to access the small village shop which is a few minutes away from the campus. The local town of Lymington is also a popular location for our young people to visit, either with staff or independently once they have been assessed of being capable to do so, .We are also fortunate in that we are a short drive from a number of local beaches, which we regularly access.

The site comprises of a large country house and grounds with additional education and residential premises on site, clustered mainly 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 recreational use. There is an adventure playground for younger children, a soft play room, a small leisure suite with gym equipment, outdoor static gym equipment and a common room.

There are also areas on the grounds for a greenhouse and vegetable beds, and another much larger area for raised beds for gardening/activities/therapeutic use. These areas are specially designed to provide resources to help those who are experiencing difficulties managing sensory overload, to learn life-long self-management techniques. A local risk assessment is available upon request.



#### *5. The arrangements for supporting the cultural, linguistic and religious needs of children.*

##### **Principle 6: We promise to help you get involved and be included in the activities you wish to participate in**

We recognise and respect our young peoples' religious beliefs, customs, rituals and culture. We allow and support them to practice their religion on a personal basis. We also encourage links with others in the area to support our young people to still feel that they belong to whichever community or culture they are from. The site as a whole is non-denominational.

New and existing residents are consulted on their wishes and decisions regarding cultural and religious needs. There is a demand placed upon the staff team to pay attention to and take positive action to be informed about these wishes and decisions. We believe that there should be clear understanding by those caring for the child of family beliefs and values if the child is to be rehabilitated with their family. If children are to grow into adulthood with a sense of identity and confidence in themselves, they should be cared for by people who will be able to help them with issues in respect of their racial origin and religious persuasion, and be able to talk positively with them about their cultural background. This is key to establishing a positive sense of self, which underpins general well-being.

During the admission process the child's religious and cultural background is taken into consideration and actions taken as appropriate to ensure the child settles in, and their religious and cultural needs are met. Staff will be aware of the individual child's needs in relation to dress, diet, hair care and hygiene. All specific requirements are identified during the admission process to allow the arrangements to be made.

#### *6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.*

Principle 2: We promise to listen and act upon your ideas about how we can help you if you need it

##### **Principle 8: We promise to help you feel safe, secure, empowered and able to learn**

Cambian is committed to providing the highest quality service for young people, parents, local authorities, social services and health authorities. The Complaints Procedure offers additional security for young people attending our establishment and peace of mind for their parents and placing authorities. This includes the involvement of persons who are completely independent of the establishment who can investigate formal complaints made by the young people or persons acting on their behalf. Each young person is allocated a key worker whom they meet with regularly and there is a 'friendly' version of the complainant's procedure designed to make it understandable and accessible to all our individuals.

We believe that young people have the right to comment upon the service provided for them, to be involved in decisions relating to that service and to make suggestions for improvement where they consider the service is unsatisfactory, for whatever reason. How to complain, if required, is clearly displayed and regularly reinforced within Young Person's Home Meetings. How to complain is also detailed within a Young Person's Guide. Our aim is to be able to deal with any complaints in an informal manner initially, to seek a swift resolution. In the event that this is not possible and the complainant wishes to take a more formal route, we ensure that this is acknowledged, investigated and addressed within our complaints policy and procedures. The school is also visited on a regular basis by an independent advocate from NYAS, who will speak with the young people individually on request.

The Complaints Policy, and the individual Complaints forms may be found on our website and are available on request. All complaints are recorded in the Homes Complaints File, which is reviewed by Senior Managers and through the Regulation 44 monitoring procedure. Complaints can also be made directly to Ofsted.

Ofsted National Business Unit  
Piccadilly Gate  
Store Street  
Manchester M1 2WD

Tel: 0300 1231232  
Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

*7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behavior management policy.*

The Children's Home has its own site-specific Safeguarding Children and Behaviour Management policies as outlined in Regulation 34 and 35 of the Children's Homes Regulations, as well as following a group Whistleblowing Policy. All staff are provided with copies of these policies, and receive regular training on these issues, and are informed of the identity of the Designated Safeguarding Lead and the Deputy Safeguarding Leads. Staff are trained to verbally report any concerns directly to the safeguarding leads within 1 hour. Other parties such as parents, local authorities and social services are supplied with copies of policies upon request or information can be accessed on the Cambian Group and School websites.

**IEWS, WISHES AND FEELINGS:**

*8. A description of the home's policy and approach to consulting children about the quality of their care.*

**Principle 1: We promise to understand what you are good at, what you like doing and when you might need help**

**Principle 2: We promise to listen and act upon your ideas about how we can help you and your needs**

We support our young people to have a voice and to enable them to express ideas and concerns using whichever means are most appropriate to them. All young people are assigned a key worker who will meet regularly to chat, support and address any needs or concerns. All residential homes have meetings for the young people with an agenda and minutes. There are consultative processes throughout the year on various matters as part of the self-evaluation audits of the home. On occasions, young people are also invited to the Care Management Meetings, to be consulted for their views. We also have a "Young Persons Forum" where young people from the home can come and have an open question and answer session with the Heads of Care – these are held 4 times a year.

A total communication environment is encouraged whereby young people are communicated with in a way that best suits their level of understanding and expression. Due to the communication challenges our young people experience by the nature of their diagnoses, the onsite Speech and Language Therapy Team support staff to adapt their communication to ensure young people are able to communicate their thoughts and feelings effectively in an appropriate format e.g. written, visual and verbal. The Speech and Language Therapy Team also facilitate the adaptation of materials to gain feedback such as simplifying the language used or creating visual formats.

9. *A description of the home's policy and approach in relation to—*  
 (a) *Anti-discriminatory practice in respect of children and their families; and*  
 (b) *Children's rights.*

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

Within the statutory framework provided by current legislation and regulations, staff of Cambian Group 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
- A full, accurate and unbiased assessment of their special needs
- A range of education, care, health and other associated support services required to meet all their needs
- Be involved in decisions affecting their lives and to have their wishes, as far as possible, ascertained and respected
- Appropriate guidance, counselling and care which promote their physical, mental and spiritual health and well-being
- Adequate food, clothing, space and other necessities of life
- The equipment, assistance and support services needed to enable them to live with dignity
- Participate in and benefit from cultural, entertainment, recreational and sporting activities
- Use facilities and services in the community where possible
- Develop relationships without exploitation or coercion
- The full protection of the law
- Be protected from all forms of abuse and from the fear or threat of abuse
- Access information contained in their personal records, where this does not conflict with statutory regulations or threaten their well-being
- Supportive intervention to promote positive behaviour and to protect them from harm
- access suitably qualified, experienced and sympathetic staff in sufficient numbers to maintain quality of service
- Have links with home and family promoted and maintained
- Positive recognition of cultural and religious diversity

## EDUCATION:

10. *Details of provision to support children with special educational needs.*

**Principle 4: We promise to make sure you are always progressing towards your goals and aspirations**

Southlands children's home is part of Southlands School and is on the same site as the educational provision. The site was formerly a specialist residential school. The education, care and the clinical well-being team work together to ensure there is a holistic approach in meeting the needs of the children and young people in our care.

*About the school:*

Each class has no more than eight students working with a teacher who is supported by one or more teaching assistants. Class groups are normally of similar age where this is deemed suitable based on the needs, ability and personality mix in order to ensure a cohesive and compatible group. The multi-disciplinary team therapists work closely with the staff and young people within both the education and the home environments. They will support the students' individual needs through both direct work and indirect work, with the implementation of programmes that are integrated into the waking/extended curriculum.

Links are also made with other education providers and organisations to ensure the broadest range of educational opportunities and activities are available to the students, E.g. Totton College and Brockenhurst College. Additional lessons

are available for those who wish to extend their learning, as are sports-based learning activities for those who enjoy a more practical, vocational route. During Friday afternoons mixed age activities are offered which are designed to teach social skills, life skills. This additionally provides opportunities for indirect clinical input and transition around the school. The Home and School follow a waking day curriculum and this allows for programmes to be planned for and delivered across both the education and home settings which in turn provides a consistent approach for all young people.



*11. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.*

Southlands School holds a separate Children's home registration with Ofsted and is regulated against the Children's Home Regulations and Quality Standards 2015

*12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.*

Some of the older young people attend local FE colleges in the community, supported by care and school staff to engage and thrive in their respective educational establishments. When attending local colleges, residents are enabled to follow an independence programme which in time allows them to travel to and from college.

#### ENJOYMENT AND ACHIEVEMENT:

*13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.*

**Principle 6: Help you to get involved and be included in the activities you wish to participate in**

**Principle 7: Work together to set achievable goals that are important to you, and that help you see what you are doing**

**Principle 4: Make sure we are always progressing towards your goals and aspirations**

We consider time spent before and after school and at weekends to be of equal value to that experienced during the school day. Consideration is always given to the young persons' chronological, developmental age and special needs when organising the activity programmes provided by the home. Young people are assisted at such times, developing their skills in personal care, experiencing play and leisure activities and enhancing social and communication skills in a wide variety of supported yet realistic settings. Within that structure, young people are offered a wide range of leisure activities which address their individual social, communication, personal and academic needs.



Activities throughout the week and at weekends are planned and co-ordinated by the Care Staff. Young peoples' 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 to public settings such as Laser Quest and cinema, skateboarding, country walks, fishing, snooker/pool, model making, music activities, gardening, arts and crafts, local clubs such as St Johns Ambulance, scouts, pottery and relaxation activities. Many activities are offered on site, but other opportunities exist within the local area and further afield. Evidence from these activities and achievements is collected and contribute to a Life Book of a young person's time at Southlands. The Care Staff also arrange opportunities for those young people with us fifty-two weeks of the year, this includes trips, activities, camping and holidays.

Young people have over the years been given the opportunity to participate in many exciting adventures such as Project Wheels (Cycling from Paris to the School), Project Braveheart (Canoeing and cycling the Great Glen Way, followed by a climb of Ben Nevis), The Thames Trail (a race against time to travel the length of the Thames using various means), and Dai Harder (Cycling across North Wales and walking up Mount Snowdon). In 2018, selected young people cycled from one side of Holland to the other alongside the River Rhine. Residential staff also encourage and actively assist our young people to gradually take some control over their own time, enabling them to learn valuable self-occupation skills.

## PHYSICAL AND MENTAL HEALTH:

14. Details of any healthcare or therapy provided, including—

(a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or Therapy.

**Principle 7: Work together to set achievable goals that are important to you, and that help you see how well you are doing**

**Principle 8: Help you to feel safe, secure, empowered, and able to learn**

The home settings are designed to offer specialist autism environments to support each young person achieve their individual best. The settings are also able to provide a reduced stimulation environment alongside a waking day curriculum to model and reinforce the development of social communication skills, emotion recognition, regulation skills and alternative coping strategies. The homes aim to prepare young people for the demands of adult life through supporting the development of independent living skills, relationship and communication skills.

As part of the assessment process for Southlands our Clinical Well-Being team works alongside our admissions manager and support staff to consider presenting needs and whether we are able to meet and support those needs for each individual. The Clinical team is also involved in an initial three- month assessment period during which a young person's presenting needs in this environmental setting are considered alongside their needs as outlined on their Education Health and Care Plan (EHCP) and a Clinical care plan is developed to guide input over the coming year.

Our young people have access to the support of a range of disciplines if required, including mental health support, Psychology, Psychiatry, Speech and Language Therapy, Occupational Therapy and Holistic Therapy. The school also have visiting input from Physiotherapy and Consultant Paediatrician. The consultant paediatrician reviews all young people's health needs in our residential setting annually as a minimum. Each therapist is suitably qualified and receives regular professional supervision. The clinical team has expertise in supporting young people with autism spectrum diagnoses and works across the care and education settings to provide consultation, advice and strategies to ensure consistency across the settings. This provides young people with a waking day curriculum of support and strategies which is so important to help them generalise new skills and strategies into everyday situations.

The Clinical Wellbeing Team work across three tiers with the young people at Southlands. The tier of intervention for each young person is determined by their EHCP and clinical need:

1) Universal tier – this is the offer to all young people, for the clinical team this involves training and supporting care and education staff to help make the whole school and care environment as beneficial as possible to each young person's

well-being and learning. The team train staff and support the application of the strategies learned in the Incredible Years approach, zones of regulation, social communication programs such as Social thinking and Talk about and use of autism specific strategies such as visual supports, social stories and sensory diets. The Clinical Team are part of environmental audits in both care and education to measure how these strategies are being applied and to offer support to develop the consistency of how they are used.

2) Targeted tier - clinicians also provide input at the targeted level for some young people; this involves working alongside care and education staff to develop focused group and individual interventions to be delivered by those staff teams, specific strategies and training around a specific young person's needs. Clinical staff may be involved in delivering these interventions or work more indirectly in supporting and advising their application through care and education staff in the care and education settings.

3) Direct/ Specialist tier - the clinical team offer interventions at the specialist level which involves direct work with young people specific to the discipline involved. This can take place in the team's well-being hub or within the education or care settings depending on a young person's preference and also which setting might promote the best application of new skills and strategies developed.

*(c) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.*

As both a Home and a School we aim to ensure that all areas of need from the young person's EHCP are addressed. The Clinical Team give advice on how to address many of these needs through their indirect work with staff, for example, in introducing parenting approaches, as well as ensuring communication needs are addressed across the whole site. The use of these universal approaches is measured via environmental audits carried out several times per year across both care and education settings.

Where there are needs identified, in an EHCP or during the time that a young person is at Southlands, which require more direct input from the Clinical team this can be readily accessed. Outcomes are monitored during Annual Reviews as well as during 'Termly check-in meetings' for each young person which are attended by Clinical, Education and Care staff. The Clinical Team also use discipline specific standardised measures appropriate to their various disciplines to monitor and evaluate the effectiveness of individual work undertaken with our young people. The Clinical team have a clinical care plan for each young person which is reviewed each term as part of termly check in process.

Each young person also has a health care plan that is incorporated into their placement plan. Individuals have access to a GP, Dentist, Optician, and Paediatrician if required.

## POSITIVE RELATIONSHIPS:

*15. The arrangements for promoting contact between children and their families and friends.*

**Principal 3: We promise to listen to and work with the people who know you best and who you trust.**

**Principal 5: We promise to make sure we are always progressing towards your goals and aspirations**

The home ensures that regular, informal home contact is maintained through weekly telephone calls, email, Skype, WIFI connectivity and regular newsletters. Reviews are held monthly during the initial three months and thereafter on an annual basis. Parents are invited to the annual reviews and the 3-month assessment review; however, the initial monthly reviews are internal to ensure we are monitoring the integration of the young person, and appropriately assessing them. The home and school encourage parental visits and any opportunity for liaison and communication is welcomed. Many young people currently go home for agreed weekends, ranging from once a half term, to every weekend.

### *16. Arrangements for promoting positive relationships amongst residents and staff*

We recognise that establishing positive and respectful relationships quickly is a key tool to helping a young person to achieve positive outcomes. Some young people have experienced backgrounds of developmental trauma or experiences of being misunderstood which can impact on relationships with adults.

In order to ensure our staff have capacity to build positive relationships, they are screened at interview to ensure they are committed to engaging positively with the young people as active participants in their lives. We offer positive role modelling training and numerous parenting / behaviour / developmental trauma models which allow the young people to form trusting bonds through, the understanding, consistency and the positivity of the carers.

### *17. Arrangement for promoting positive relationships between residents.*

We have a prevention of bullying lead who works pastorally across the home. This role works across the whole site (Education and School). It is a supportive tool to ensure that opportunities, knowledge and information sharing is possible. We operate a restorative approach to managing conflict, where the views of all parties are sought, validated and acted upon.

Restorative consequences are the preferred option for conflict or issues which impact the relationships of the young people on site. Adults help to facilitate positive communication through re-phrasing, paraphrasing and summarising the young people's views where appropriate.

Our Positive Behaviour Management policy is available upon request and can also be found on our website.

## **PROTECTION OF CHILDREN:**

### *18. A description of the home's approach to the monitoring and surveillance of children.*

**Principle 8: We promise to help you to feel safe, secure, empowered and able to learn**

**Principle 9: We promise to make sure all staff know the best way to support you**

At Southlands, young people may come just for the day or stay here overnight. There are several methods used to help keep people safe at Southlands.

All homes have a keypad so only the staff and young people can access them. This keeps strangers out and everyone safe. These codes change regularly but all staff and young people are updated.

There is a Night Support Worker (awake) placed in each home where children and young people are. There is also an additional member of staff to oversee the night shift. They are here to help the children with any concerns that may arise at night. Children are expected to be in their own bedrooms during the night. If there are any concerns around health or well-being, additional checks will be implemented.

The fire precautions and emergency procedures are in line with the detailed policy set out in the Health & Safety Management Systems Manual on Health and Safety issued to locations by the group. These procedures include fire safety training, fire evacuation drill, provision of fire extinguishers, fire notices, regular monitoring of fire doors, appliances & fire alarms. Our young people are regularly involved in both day and night fire drills to ensure they are familiar with the required procedures.

### *19. Details of the home's approach to behavioural support, including information about—*

*(a) The home's approach to restraint in relation to children; and*

We aim to teach self-management through the provision of a range of strategies that allows young people to deal with their strengths and manage successfully around their difficulties. Each young person has an individualised Risk Management Plan, which includes their Individualised Risk Assessment (IRA) and Behaviour Support Plan (BSP) which is an outline of effective or suggested positive behaviour management strategies. This document is reviewed and updated at least on a 3-monthly basis, with input from members of the clinical, care and education teams, by our Home Managers.

Behaviours that challenge can present itself in different ways. All staff are trained in the management of challenging and unexpected behaviour, which is based on a positive approach. We aim to help young people both reduce and control their more unacceptable and unexpected impulses and behaviours through rewards and incentives, which are consistently implemented across all aspects of the home. Punishment is not seen as appropriate. There is an expectation that young people accept responsibility for their behaviours in the interests of natural justice and their own personal development. Apologies, kind acts and financial restitution for damage, catch-up, community service, and in some cases, grounding to site for a defined period, are seen as appropriate consequences for developing future independence, and recorded appropriately.

All care staff are also trained in the “Incredible Years” parenting package, to further enhance the skills of the teams, and learn recognised techniques for proactively engaging the young people through positive approaches to enhance their day to day living.

When 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. Staff are fully trained in the use of these strategies. Staff working at Southlands and Children’s Home, follow positive approaches to support challenging behaviour. This involves person-centred planning through the use of Clinical team and the Crisis Prevention Institute (CPI) framework. This 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 crisis prevention intervention to minimise the use of physical interventions but it should be acknowledged that due to the complex needs of the young people we support that such interventions may be required to safeguard our young people, the environment and others.

*(b) How persons working in the home are trained in restraint and how their competence is assessed.*

Our staff teams receive regular training and refreshers in MAPA (Managing Actual and Potential Aggression); we strive wherever possible to minimize the need for direct physical intervention and it is only used as a last resort, is always whatever is deemed necessary and proportionate. However, if our staff have to use a physical intervention we have in place a detailed recording and monitoring system to ensure that this is appropriately recorded according to the Children’s Homes Regulations. Such records are reviewed frequently by members of the Senior Leadership Team and the Behaviour Support Lead. All restraints are analysed by the Behaviour Support Lead, with additional input from the Residential Manager, Home Managers and the Therapy Team in the case of increasing trends for any young person.

Cambian group have dedicated trainers/assessors, which enables staff to access targeted advice regarding incidents, as they occur or are reflected upon. Southlands also has a member of staff trained to teach these procedures. Annual refreshers are organised for all appropriate staff, which includes written and practical assessment.

## LEADERSHIP AND MANAGEMENT:

*20. The name and work address of—*

*(a) The registered provider;*

Cambian Asperger Syndrome Services Ltd

*(b) The responsible individual (if one is nominated); and*



**Principal Southlands & Responsible Individual (RI)**

Name: Alison Priddle  
 Southlands  
 Vicars Hill  
 Boldre  
 Lymington  
 Hampshire  
 SO41 5QB  
 Tel: 01590 675350  
 Email: [Alison.Priddle@cambiagroup.com](mailto:Alison.Priddle@cambiagroup.com)

*The Interim Head of Care is:* Jack Murphy



[Jack.Murphy2@cambiagroup.com](mailto:Jack.Murphy2@cambiagroup.com)  
 Tel: 01590 675350

*The Interim Deputy Head of Care is:* Lauren Stublely



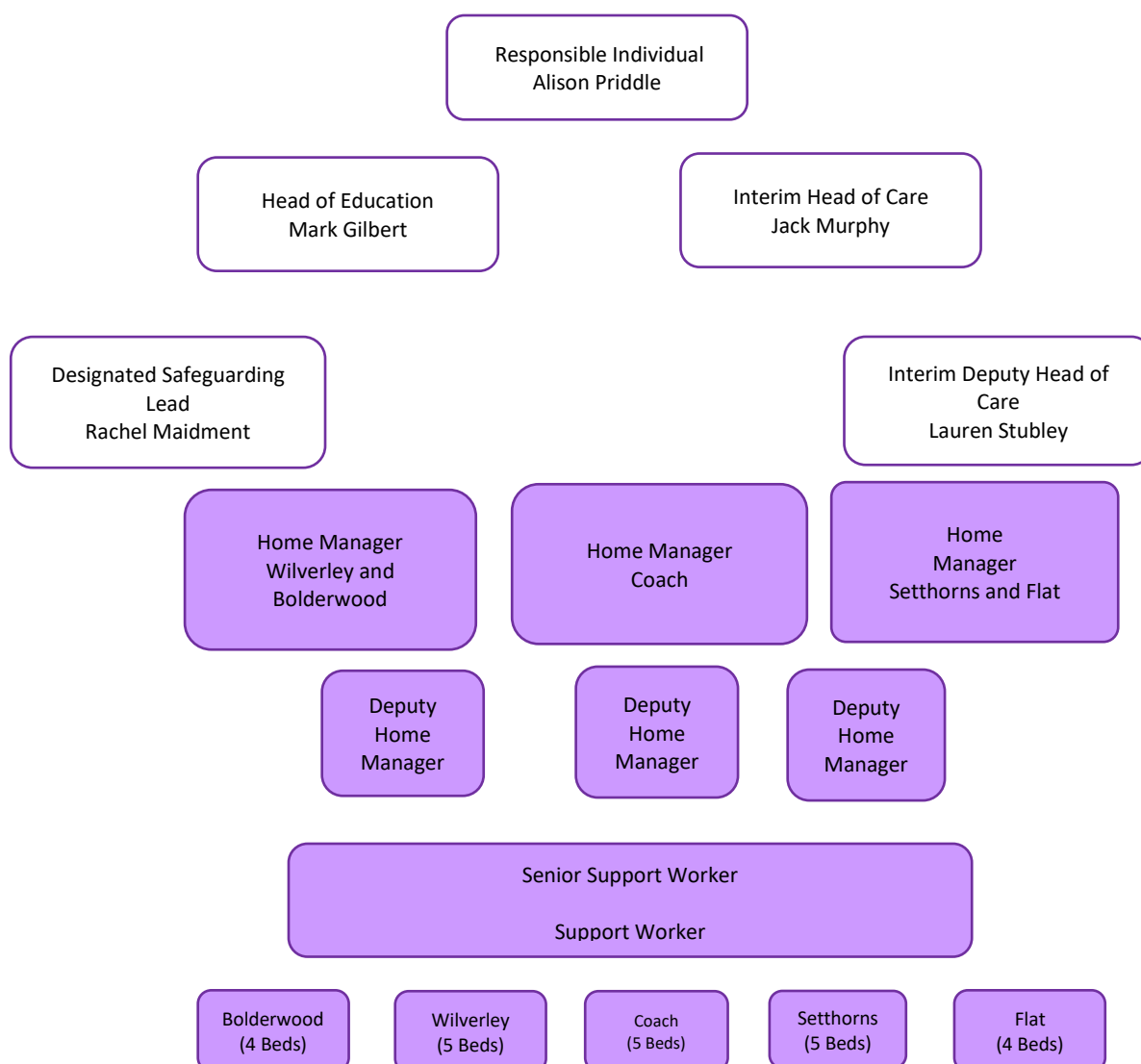
[lauren.stublely@cambiagroup.com](mailto:lauren.stublely@cambiagroup.com)  
 Tel: 01590 675350

19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

Leadership team supporting the oversight management of the children’s home in the absence of the Registered Manager			
Job Title	Qualifications	Experience	No.
Responsible Individual (RI) (Interim Principal)	BA Hons PGCE	30+ yrs	1 (F)
Interim Head of Care	NVQ Level 3 Health and Social Care, Children and Young People IOSH trained Working towards Level 5 in Leadership & Management	13 years	
Interim Deputy Head of Care	Health and Social Care and Applied Psychology Degree NVQ Level 3 Health and Social Care, Children and Young People	9 years	

Health Care Staff			
Job Title	Qualifications	Experience	No.
Nurse	RGN Nurse (Paediatric specialism)	15 years	1 (F)
Southlands also has access to an on-site Clinical Department, who can assist with the support of the young people as required. This team consists of a Consultant Psychiatrist, Clinical Psychologist, Assistant Psychologist, Speech and Language Therapists, Occupational Therapist, Holistic Therapist, Mental Health practitioner, visiting Physiotherapist and community paediatrician.			

20. Details of the current management and staffing structure of the home, including the arrangements for the professional supervision of staff, including staff that provide education or health care.



All staff receive regular supervision and annual appraisals as per the company policy. There is an in-depth induction training package and staff also receive regular refresher training as well as job specific training. Training is either face to face or computer based through our 'Myrus' programme. If not qualified, care staff undertake the Level 3 Diploma in Health and Social Care for Children and Young People and this is provided through an internal in-house service RQF assessor. Home Managers are enrolled to complete the Level 5 in Leadership and Management.

The Care Leadership Team currently consists of the Responsible individual, Head of Care, Deputy Head of Care, Head of Education, Behaviour Support and Designated Safeguarding Lead, Business Finance Manager, Clinical Lead and input from the Clinical Team.

Teachers in the Education Department are supported by a team of full-time teaching assistants and support workers from the homes. There is also a Transition Manager who works with staff across the education and care setting to ensure a smooth transition of any individual out of the home and into their future placement.

There is a structure in each of the homes; i.e. Home manager, Deputy Home Manager, Senior Support Worker and Support Worker.

Southlands also has access to an on-site Well Being Clinical Team, who can assist with the support of the young people as required. The business manager manages the administration teams. The Administrative team supports the work undertaken within all parts of the home and school and they provide the first point of contact for those telephoning or visiting the premises.

*21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.*

Currently the home has mixture of both male and female staff. With this as part of our strategic development of Southlands, our future objective is to provide single sex residential care for individuals who have complex needs.

#### CARE PLANNING:

*22. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.*

The majority of individuals are placed by their local education authority, sometimes funding is also supported by Social Services, Health Care or a private contributor. The home has a variety of placements – 38 week boarding for weekdays only, 38 week term time boarding and 52 week boarding. Admissions are agreed and signed off jointly between the Head and the Registered Manager / Head of Care. All young people have an impact risk assessment prepared before they arrive at Southlands based on initial evidence gained in the early stages of assessment, home/school visits, paperwork, etc. All young people are subject to an initial assessment period of twelve weeks.

The Home does not currently provide for Emergency Admissions.

#### Further Information

Admissions can take place at any time during the year. Referrals and enquiries are made through the Cambian Admissions Team by parents, local authorities, social services departments or health authorities. Visits from prospective parents and representatives of placing authorities are always welcome at any time. Young people are admitted following a thorough assessment by members of the Senior Leadership Team and there is a detailed admissions policy that can be viewed at the request of the referring person outlining the process.

**Admissions line: 0800 288 9779**

Southlands is happy to provide any of the above-mentioned policies, Ofsted reports, an organisational chart and a school prospectus to parents and other stakeholders upon request.

### **Additional Contact Details**

The Children's Commissioner for England:  
The Office of the Children's Commissioner  
Sanctuary Buildings  
20 Great Smith Street  
London  
SW1P 3BT

Tel: 0800 528 0731  
[advice.team@childrenscommissioner.gsi.gov.uk](mailto:advice.team@childrenscommissioner.gsi.gov.uk)

#### **Child Protection Services:**

NSPCC child protection helpline  
Tel: 0808 800 5000 (adults)

Childline  
Tel: 0800 1111

#### **Advocacy Service:**

NYAS – giving a voice to children, young people and vulnerable adults  
Helpline 0808 808 1001 (Weekdays 9am-8pm, Saturdays 10am-4pm)  
Website: [www.nyas.net](http://www.nyas.net)  
E-Mail: [help@nyas.net](mailto:help@nyas.net)

### **Our local authority is: Hampshire**

Hampshire Local Authority & Hampshire Safeguarding Children's Partnership HSCP

Telephone 01962876230 (General Enquiries)

Office hours: Monday to Thursday 9:00am-5:15pm, Friday 9:00am-5:00pm

Outside of office hours

Hampshire police 999

The non-emergency police telephone number is: 111.

The Local Authority Designated Officer (LADO) for Hampshire is Mark Blackwell and Fiona Armfield

Telephone 01962 876364/876265 (Office hours) Outside of office hours/weekends, the emergency duty team can be contacted on: 0845 6004555



HAVE  
YOUR  
SAY

# Your local independent visitor is...

## Annabel Hodgson



Hi...

I have many years' experience as Youth Worker and in managing youth services including those for Children in Care.

In my spare time I play with my dog and go running, I love to swim and go body boarding when it's not too cold. I play ukulele with lots of other people, doing gigs raising money for charity.

My job is to visit your home regularly to make sure that you are supported by staff to be **happy, healthy** and **safe**.

I am really keen to hear your views and ideas about what you **like or don't like** about your home and what you think could make it better.

During my visit I will talk to young people, staff, parents, carers and professionals. I will then write a report which is shared with Ofsted, the local authority and the manager of your home.

We look forward to speaking with you and value your feedback.  
We are **INDEPENDENT**

We make sure your wishes and feelings are listened to and taken seriously

Your personal information is **NOT** shared in the report



Telephone **0808 808 1001** Email [help@nyas.net](mailto:help@nyas.net) [www.nyas.net](http://www.nyas.net)

 [NYAS.vp](https://www.facebook.com/NYAS.vp)  [@NYASServices](https://twitter.com/NYASServices)

Registered Charity No: 3012885

HAVE YOUR SAY

# Your NYAS Advocate is...

## Lisa Cookson



**NYAS email**  
lisa.cookson@nyas.net

**NYAS telephone**  
07960 642595

**NYAS Helpline**  
0808 808 1001

**We can help you to get your voice heard and be on your side. We will listen to you. You are not alone.**

An advocate can help you and won't tell you what to do. We will listen to what you want and support you to have a say in decisions that are being made about you. We can tell you what your rights are too.

We will stand up for you to make sure your voice is heard and your wishes and feelings are known to the people who need to hear them.

My name is Lisa. I live near the sea and I love walking my dog, Sidney.

Sidney is a black labrador and enjoys fetching a ball.

We have a lot of fun together 😊

We are always on your side

We make sure your wishes and feelings are listened to and taken seriously

We are independent and work just for you



Telephone 0808 808 1001 Email [help@nyas.net](mailto:help@nyas.net) [www.nyas.net](http://www.nyas.net)  
f NYAS.yp @NYASServices

Registered Charity No. 1012485

### Our NYAS Advocate

*Document compiled using the following information where appropriate:*

*Children's Homes Regulations including the quality standards - April 2015*

*Working Together to Safeguard Children - 2018*

*Social care common inspection framework (SCCIF): children's homes – March 2022*

*Deprivation of Liberty – Guidance for Providers of Children's Homes and Residential Special Schools - 2014*

*Special Education Needs and Disability Code of Practice: 0 to 25 Years – 2015*

*Cambian Group Policies and Procedures*