



Southlands School (residential accommodation only) Statement of Purpose



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.

Our home provides care for up to 29 children with Autism Spectrum Condition. Children are accommodated in eight houses, currently only four are in use. Children attend the school that is located on the same site, the local college and have access to tutors if required. Care is provided to children with a primary diagnosis of an autism spectrum condition but may also present with the following:

- Language and social communication difficulties
- Social and emotional difficulties (including, heightened anxiety, causing injury to self)
- Sensory integration and processing
- Moderate learning difficulties (MLD)
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Pathological Demand Avoidance Syndrome (PDA)
- Chromosome 8 Duplication
- Selective mutism
- Dyslexia
- Dyspraxia

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

Vision

To enable all children to succeed irrespective of their starting points. By working closely with Education and Clinical teams, we help all of our children develop their social, and independent skills at a pace that suits their individual needs.

Values

- Reflection
- Acceptance
- Independence
- Growth
- Team
- Pride
- Kindness
- Communication

3. A description of the accommodation offered by the home, including—





(a) how accommodation has been adapted to the needs of children;

We have 7 individual houses designed to accommodate 29 children. All houses are adapted to meet the needs of our children:

- Children can stay 38 weeks or 52 weeks of the year, this is agreed at during consideration of referral and with the child (and key people in their lives).
- Each house holds a small number of children and allows space to support their emotional wellbeing and independence.
- Children have their own bedroom and space to store personal belongings.
- Children have access to filtered internet, they can also use mobile data if agreed in a risk assessment.
- Children have access to the vast school grounds, swimming pool and resources within the school outside of school hours.
- We do not have any homes adapted to meet the needs of children who require wheelchair access.
- If children have additional mobility needs, these will be considered at the point of referral and consideration will be given to whether reasonable adjustments can be made.

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

We can provide care and accommodation for male, female and gender questioning children aged 7-19 within our children's homes. Currently we have 10 children living within 4 homes but we are registered for 29 children in 7 homes.

(c) the type of accommodation, including sleeping accommodation.

- **Coach house** – Coach house leads on the value of Kindness. It 4 bedrooms for children, a sleep-in room for staff and a small private garden. The children in Coach are aged between 12-15 and they enjoy a variety of activities but particularly arts and crafts.
- **The Lodge** – The Lodge leads on the value of Reflection. It has 4 bedrooms and is own private garden with outdoor play equipment including swings and climbing apparatus. The children in Lodge are aged 8-11 and enjoy Lego and Ninja Warrior.
- **Setthorns/Oakley** – Setthorns/Oakley lead on the value of Independence.
- **Wilverley** – Wilverley leads on the value of Growth. Wilverley has 5 bedrooms with children between 11 and 16 and direct access to the outdoor gym.
- **Boldrewood** – Is currently closed. This is a 4 bedroom home with a sleep in room.
- **Clock Flat** – Is currently closed. This is a 4 bedroom home.
- **Gatehouse** – Is currently closed. This is a 5 bedroom home.

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, 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.

All children have a diverse background, staff will support young people to celebrate their individuality and access support they require within the community. Our aim is to help our young people to become included into society and not to become alienated.

Cultural

Staff will support young people with the following, by locating and signposting young people to:

- Cultural shops such as world food supermarkets such (as Halal or Kosher food)
- Facilitating the dietary needs of young people (such as vegan/vegetarian)
- Support with specialist skincare and haircare products that a young person may require



- Celebration of cultural festivals and signpost to community events.
- Signpost opportunities for young people to join local groups and organisations.
- Signpost young people to specialist barbers / hairdressers if required

Linguistic

There are times when communication can become a barrier to working together with the young people. We are working towards introducing MOMO (Mind of My Own). This internet-based platform offers a wide range of different language options which we have found to be great support with our separated migrant child. The platform is very user friendly and it can also support young people with limited abilities to navigate text, with simple language and picture emojis. We can capture feedback through statements produced by the young people that are then emailed to the home.

Google Translate is another online platform that the staff members can use to support the communication and capture the wishes and feelings of the young people we support. When Separated Migrant Children are placed in our service, staff work with local authorities and other services such as the Refugee Council to support with their transition to the UK.

Support is given in sourcing ESOL classes (English for Speakers of Other Languages), whether in person at college or online through the Refugee Council or other similar organisation. Staff will work with the local authorities to facilitate solicitors' appointments and Home Office appointments while the young people go through the asylum-seeking process.

Religious

Young people will be supported to attend their preferred place of worship. Staff will identify a young person's religion while planning for their admission and signpost the young person to their nearest place of worship. Information regarding places of worship are found in each home's location risk assessment.

If a young person wishes to explore a new faith or religion while in our homes, we will offer support and guide them to community resources that better educate them on the chosen faith and how/where they wish to practice their faith.

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.

Southlands Children's Home links closely with Southlands School and follows CareTech's Group Complaints policy.

Our homes do not follow the same complaints process as the school's parental complaint process.



If a parent, carer or professional has a complaint or concern regarding any aspect of care a child is receiving, they are encouraged to contact Jack Murphy the Registered Manager in the first instance (unless the complaint is regarding the Registered Manager), in which case they must contact Alison Priddle as the Responsible Individual.

Our complaints process has an informal and formal complaints process. For more information, a copy of the policy can be supplied upon request.

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 behaviour management policy.

The home's Safeguarding Policy and Behaviour Management Policy can be available upon request to the Registered Manager or Responsible Individual.

Views, wishes and feelings

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

We support our children to have a voice and to enable them to express ideas and concerns using whichever means are most appropriate to them. All children are assigned a key worker who will meet regularly to talk, support and address any needs or concerns.

All homes have meetings for the children with an agenda and minutes these meetings are either weekly or fortnightly dependent on the views of the children in the home. Each half term young people are also invited to the "Young Persons Forum" where young people from the home can come and have an open question and answer session with Jack Murphy (Head of Care / Registered Manager).

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.

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 dependent on need. 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. 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 encourage learning across the provision 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 is an education provision first and foremost however also holds a separate Children's home registration with Ofsted and is regulated against the Children's Home Regulations 2015.

Information relating to school can be found on the School website - [Southlands School | Asperger Schools | Cambian Education \(cambiagroup.com\)](#).



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.

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 rock climbing, ballet, cookery, scouts and army cadets 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 for example in 2024 a trip to Disneyland Paris took place.

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; and
(b) 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.

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 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.

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

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.

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.

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.

16. A description of the home's approach to the monitoring and surveillance of children.

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.

All children are supported during the day at a 1:3 staffing ratio unless risk assessed otherwise.

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.

17. 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 which includes their Behaviour Support Plan 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.

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 CPI Safety Intervention, 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.

18. The name and work address of—

(a) the registered provider;

Cambian Asperger Syndrome Services Ltd, CareTech Community Services Ltd, Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire, EN6 1AG

(b) the responsible individual (if one is nominated)



Alison Priddle
Southlands School
Vicars Hill
Boldre
Lymington
Hampshire
SO41 5QB

Email: Alison.Priddle@cambiagroup.com
Tel: 01590 675350

(c) the registered manager (if one is appointed)



Jack Murphy
 Southlands School
 Vicars Hill
 Boldre
 Lymington
 Hampshire
 SO41 5QB

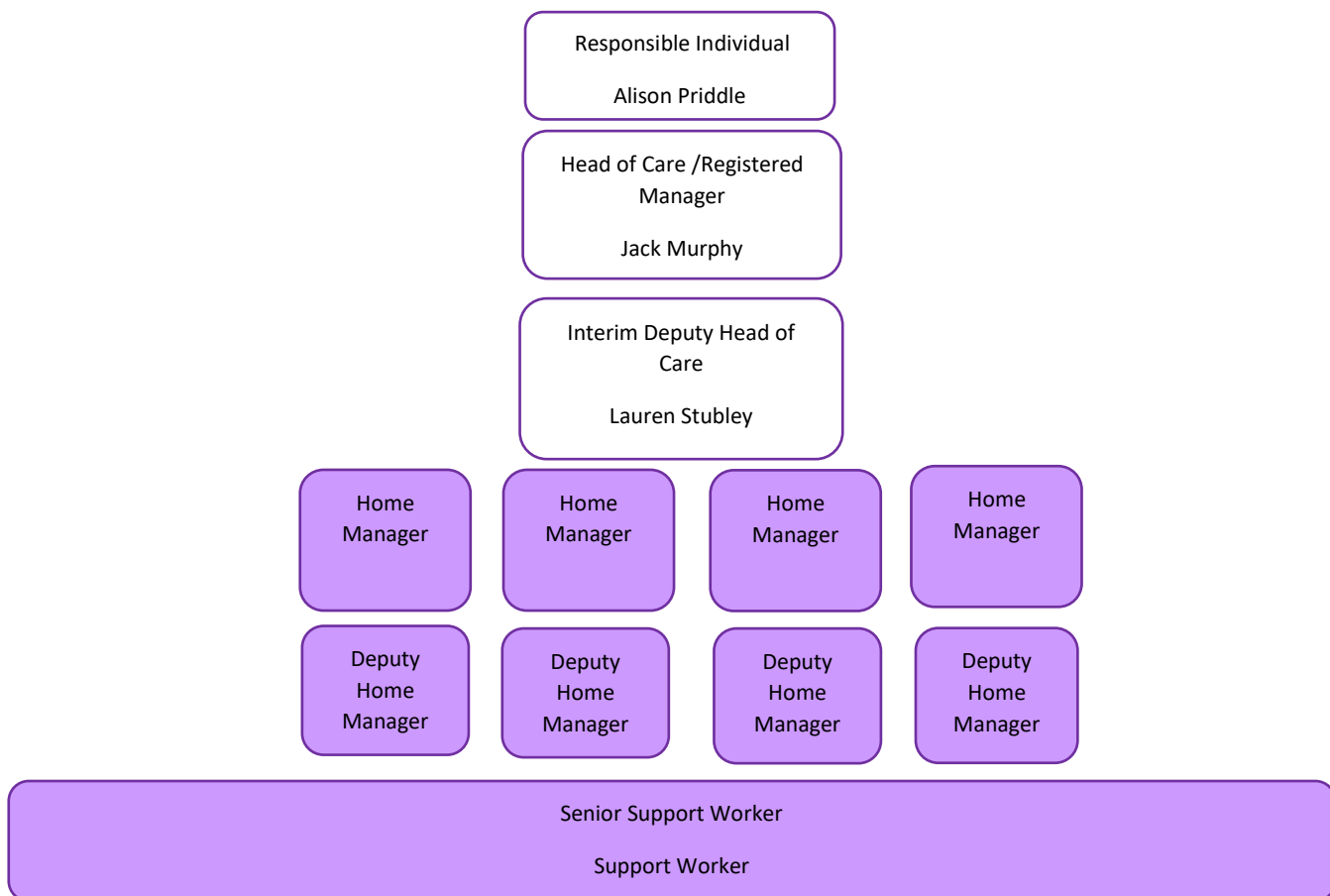
Email: Jack.Murphy2@cambianguroup.com

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 |
| Responsible Individual (RI) Principal | BA Hons PGCE | 30+ yrs |
| Head of Care / Registered Manager | NVQ Level 5 – Children, Young People and Families Manager. NVQ Level 5 – Leadership and Management for Residential Childcare NVQ Level 3 – Health and Social Care – Children and Young People IOSHH trained | 15 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 | 12 years |

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



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 homes have a mixture of both male and female staff.

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 offers 2



placements – 38 week term time boarding and 52 week boarding. Admissions are agreed and signed off jointly between the Principal / RI and the Head of Care / Registered Manager. 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.



CareTech

Branas
isaf

Cambian



Greenfields



IBA services



linx16 plus

bythebridge
with Cambian