

Southlands School - 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

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 School is part of the Cambian Group. All young people either have a Statement of Special Educational Needs or Education Health Care Plan (EHCP) and have received a diagnosis, or have traits which put them in the average or upper ability range of the Autistic Spectrum, usually Asperger Syndrome or High Functioning Autism. A small number of young people placed at Southlands may also have a diagnosis of prior or existing mental health issues which may present in a number of different ways, such as eating disorders.

Other difficulties associated with autism and mental health presentations such as ADHD, heightened anxiety, eating disorder, self-harm, dyslexia and dyspraxia can also be accommodated when such difficulties occur as part of an Autistic Spectrum Condition (ASC), but not necessarily in place of it. Our work is based upon understanding the ability of each young person to manage academically, socially and emotionally 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.

Asperger Syndrome is like an iceberg, where nine-tenths of it lies beneath the surface. The true extent of the disorder is hidden as young people may look and sound as if there are no apparent issues. This arouses wrong expectations and can lead others into assumptions about their capabilities and behavior. These judgments have been known to limit what can be accomplished by our young people.

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

Our ethos is based upon a non-aversive positive approach to behaviour change, an Asperger Syndrome friendly range of teaching 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 programmes which take account of an Autistic Spectrum Condition (ASC) learning style. All care staff are also 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-management through the provision of a range of strategies that allows young people to utilise their strengths and manage their difficulties successfully. We aim to help young people reduce and control their socially unacceptable and inappropriate impulses and behaviours through the structured use of positive interventions and rewards, behaviour planning and the teaching of alternative behaviours.

These plans allow each young person to have access to a challenging, broad, relevant and differentiated waking day curriculum that is designed to be ASC-friendly in its content and the way in which it is delivered.

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

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

Each of the living groups 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 residential accommodation has single occupancy bedrooms and some have en-suite facilities. Each living group benefits from communal lounges, bathrooms and kitchen areas. Most residential houses also have an alternative activity room to cater for more than one activity at a time. The Lodge is currently a house which is set apart from the rest of the accommodation, providing a more nurturing environment for those who require such an approach, including its own garden and play equipment. Young people have input into the décor of their homes and bedrooms through weekly house meetings. Each residential home on site is allocated to just the residential young people, even though there are also day students on site during the school day.

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

The provision can accommodate up to 42 residential places. Southlands School is registered for ages between 7 and 19 years of age for mixed gender young people, up to 52 weeks of the year. Southlands offer a flexible package which can accommodate students on weekly boarding, monthly boarding and termly annual boarding dependent on need.

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

The school site has up to nine separate homes, one within the main building and the remainder spread across the site. Decisions are made regarding which home accommodates young people depending on their age, ability, presenting difficulties and potentially their changing needs. The young people are also consulted on the matter. Both the residential accommodation and educational facilities are contained within one campus. Where some homes could benefit from upgrading to provide an even better, more homely and functional environment, it has been identified and forms a part of the care development plan which is reviewed regularly. An example of this would be the recent re-development of a large and unwelcoming building, into 2 four bedded homes, with a much more intimate feel. Also a recent upgrade to the home in the main building to provide 4 en-suite rooms and a self-contained flat.

4. A description of the location of the home.

Southlands School and Children's Home is located just outside the village of Boldre, in the New Forest. It is just a short drive from a range of local beaches and is situated on the edge of the wide acreage of the New Forest National Park. The school benefits from a rural setting with generous grounds. Due to the position, we are a safe site, but not a secure site. Young people can 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.

The school 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. We also have two sensory modulation rooms on site. These rooms are specially designed to provide resources to help those who are experiencing difficulties managing sensory overload, to learn life-long self-management techniques. A locality risk assessment is available upon request.

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

We recognise and respect our young peoples' religious beliefs, customs, rituals and culture. We allow and support our young people to practice their religion either in school or at evenings and weekends at local places of worship. 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 school as a whole is non-denominational and the school assemblies offer young people a time to celebrate their achievements with a weekly celebration assembly and an annual end of year celebration that parents are also invited to attend. Religious Education is taught in accordance with the locally agreed syllabus and parents have the right to withdraw their child from all or part of the RE lesson, which is taught within a Personal Development and Learning Programme.

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.

Cambian is committed to providing the highest quality service for young people, parents, local authorities, social service and health authorities. The Cambian 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 complaints procedure designed to make it 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 complaints 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 displayed within the 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 regular by an independent advocate from NYAS, who will speak with the young people individually on request.

The Complaints Policy, and the individual Complaints forms 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

Tel: 0300 1231232
Email: enquiries@ofsted.gov.uk

Manchester M1 2WD

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 School and 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 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 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.

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 houses have meetings for the young people with an agenda and minutes. There are consultative processes throughout the year on various issues 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. 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 adaption 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.

Each class has no more than 8 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. Southlands also provide a mixed-age class encompassing young people whose curriculum needs are more bespoke, (for Key Stages 4 and 5). The Therapy Team work closely with the staff and young people within both the education and the home setting. They will support the students' individual needs through both direct work indirect work, with the implementation of programmes that are integrated into the waking 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 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, indirect therapy and transition around the school for Primary young people.

The Home and School follows 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.

We believe our young people have the right to experience the breadth and range of subjects delivered within a specialised and adapted National Curriculum. Progress is carefully monitored to ensure that outstanding progress can be made. Southlands offers specialist bases for all subjects and some traditionally based practical rooms. All classrooms offer video, computer facilities and Internet access. Food Technology/cookery and home management skills are also offered in appropriate residential settings as curriculum enhancements.

A full range of external qualifications and accreditation is offered including GCSEs and Vocational Courses, such as ASDAN, AQA awards and SETA (Electrical and precision engineering at Southampton University). Personal and Social Development Programmes are also individually created to support students in developing their communication skills.

Each class also has access to the school's other practical skills areas:

- Art and Crafts Suite
- Science Laboratory
- Design and Technology Workshop and classroom
- Food Technology/Living Skills Kitchen
- Sport & fitness facilities (both indoor and out)
- Sensory Modulation Room
- Relaxation room equipped for holistic therapy treatments
- Outdoor Swimming Pool
- ICT Suite
- Library and Learning Hub
- Fully maintained grounds with a stocked fishing pond.

The onsite education is managed by Kelly McKay, Deputy Head (Head of Education) who is a part of the Senior Leadership Team, as well as Mark Stocker (Head of Inclusion and Engagement). We also have a number of additional young people (Day Students), who access the school to partake in the Educational day, but do not reside in the house bases themselves.

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.

N/A

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.

As part of our waking day curriculum, 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 and developmental age when organising the activity programmes provided by the school and 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, 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 52 weeks of the year, to experience a “holiday” of some kind, with this year a group going camping in Bude, Cornwall.

The home also organises an annual “Challenge”, which is a bespoke activity involving a number of physical disciplines. This is an opportunity for young people not only to achieve something memorable during their time at Southlands, but also raise money for charity at the same time. Previous projects have included 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; and

Our young people have access to the support of a range of disciplines, including Psychology and Psychiatry, Speech and Language Therapy, Occupational Therapy, Holistic Therapy and Art Therapy. Each therapist is suitably qualified and receives regular professional supervision. Additionally, the school draws on the expertise of a Consultant Paediatrician. Our therapy team train and support staff to help make the whole school environment as beneficial as possible to each young person’s well-being and learning. The general health of the young people is monitored by our Mental Health Practitioner (who is also a qualified Nurse), and the Psychiatrist, who together ensure the impact of medication on a young person’s health is regularly reviewed.

Therapy Services are embedded and integrated into all aspects of the school. The clinicians provide the school with specialist knowledge and skills which serve to enhance the whole environment. In addition to this students may access direct or indirect interventions and input from individual clinicians. Clinicians are supported through access to regular supervision and professional development opportunities to ensure evidence based practice is offered. During a student’s initial 3 month period at Southlands School the multi-disciplinary team complete an initial assessment which includes a review of a student’s history and Education Health Care Plan, observations of the student, collection of base line data and where indicated individual assessment sessions with student and family. Referrals for support from the clinical team can be made by students, parents, education or care staff at any point during a young person’s placement at Southlands. Referrals are screened by the clinical team and consideration given to the most appropriate discipline to assess and intervene with the identified concern.

For young people transitioning to Southlands from a Tier 4 mental health setting transition planning and process is expected to occur over a longer time period. Members of the clinical team will be involved in the admission screening and transition process for these young people and attend CPA meetings during this period. During the planning for transition appropriate services to support a young person’s physical health and mental health will be identified. Care co-ordination will remain with the local placing CAMHS team for at least the initial 3 month period. Some needs may be met in house (through input from the clinical team) and others may require involvement from external agencies (specialist health teams, community CAMHS teams).

(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.

As both a Home and a School we aim to ensure that all areas of need from the young person's statement or EHCP are covered. Having such a range of therapies available, delivered by experienced practitioners who work as a team, is of great benefit in supporting our young people to reach their full potential and have their needs met. The therapists also help advise and inform the other departments within the home and have been instrumental in introducing The Incredible Years parenting course.

Each young person has a health care plan that is incorporated into their placement plan. Individuals have access to a GP, Dentist, Optician, and Paediatrician if required. The home staff members and young people have continuous access to an on-site MDT (Multi-Disciplinary Team). Each young person is reviewed once a term within this forum, as an individual and also within the setting of their home.

The Therapy Team also use standardised measures appropriate to their various disciplines to monitor and evaluate the effectiveness of individual work undertaken with our young people.

POSITIVE RELATIONSHIPS:

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.

PROTECTION OF CHILDREN:

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

At Southlands School and in the home, young people may come just for the day or stay here overnight. There are several things used to help keep people safe at Southlands. Some of these things will be used all the time, and some things will only be used at night. The school and homes have CCTV in the grounds and car parks to monitor areas visitors can access during the day to make sure we know who is on the site. There is no CCTV inside the school buildings or in the homes.

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 monthly but all staff and young people are updated. There is a different code at night and external doors are secured, the same way they would be in your own home. All staff will be willing to help young people gain access to these doors if need be. The items mentioned have been individually risk assessed and are reviewed regularly.

There is a Night Support Worker (awake) in most homes during the night, as well as an additional member of staff to oversee the night shift. They are here to help young people with any issues that may arise at night.

Young people are expected to be in their own bedrooms during the night. The two newer homes have sleep-in rooms for staff which may be used instead, but the young people in those homes have been risk assessed that this is appropriate for their needs and level of independence. The homes have movement sensors in some of the corridors but do not intrude into the bedrooms. They help alert night staff that someone is moving around the home so they are then able to check on the young person.

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.

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 (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 3 monthly, with input from members of the therapy, care and education teams, by our Behaviour Support Lead – or updated more frequently if new or different behaviours are evidenced, e.g. after an incident.

Challenging behaviour demonstrated at Southlands can take many forms and 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 young people both reduce and control their more unacceptable and inappropriate 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 School and Children's Home, follow positive approaches to support challenging behaviour. This involves person-centred planning through the use of Therapeutic Services 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 and if required, 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. Due to this continuing assessment and improvements to our behaviour management, we have assessed the risk and no longer partake in the practises of door holding or floor holds.

Cambian group have dedicated trainers/assessors, which enables staff to access targeted advice regarding incidents, as they occur or are reflected upon. Southlands School 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:

18. The name and work address of—

(a) The registered provider;

Cambian Asperger Syndrome Services Ltd

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



Executive Principal Southlands School

Name: Karen Gaster (BA Hons, PGCE and NPQH)

Southlands School

Vicars Hill

Boldre

Lymington

Hampshire

SO41 5QB

Tel: 01590 675350

Email: Karen.gaster@cambianguroup.com

Starting out as a teacher, Karen has spent the last 16 years in senior positions in both Local Authority and Independent Schools. Since 2004 Karen has chosen to specialise in supporting children and young people across a range of SEN Schools and Children's Homes throughout the South. She is passionate about enabling and empowering all young people to achieve to the best of their ability. Karen recognises that each individual should be supported to develop their uniqueness and grow their independence so that they are prepared and able to integrate into their wider communities as independent young adults.

Karen is married with 3 grown up sons and lives in Lyndhurst where she enjoys long forest walks with her dog 'Rosie'. As well as walking, Karen enjoys swimming and is an avid reader of crime novels. Her holidays are usually spent on the east coast of the United States where two of her sons live.

**Vice Principal and Designated Safeguarding Lead**

Name: Andrew Simmons
Southlands School
Vicars Hill
Boldre
Lymington
Hampshire
SO41 5QB

Tel: 01590 675350

Email: andrew.simmons@cambiagroup.com

Andrew is the Vice Principal for Southlands and the Designated Safeguarding Lead for the provision. Andrew's experience stems from 26 years of working with vulnerable young people; he has a strong background within 'Health & Social Care'. Andrew was the Head of Care and Care Services Manager for many years and is passionate about 'facilitating' and 'enabling' young people to achieve the very best of outcomes, educationally, emotionally & socially, Andrew believes in giving our young people the chance to participate in activities that provide 'memories for a life time' and may not ordinarily be available to them. Andrew and his team have taken young people up Mount Kilimanjaro, cycled from Paris to Lymington UK and completed the 'Great Glen Way' by cycle, canoe and walking up Ben Nevis all for charity.

(c) The registered managers are:

Registered Manager/s and Deputy Designated Safeguarding Leads for the home.

Name: Ryan Thirwell & David Thomas

Southlands School

Vicars Hill

Boldre

Lymington

Hampshire

SO41 5QB Tel: 01590 675350

Email: ryan.thirwell@cambiagroup.com



Ryan is in a shared Head of Care role with David and each have applied to hold with the registration. Ryan has over 10 years' experience in a variety of settings. After spending almost 5 years as registered manager of an EBD home in Southampton, Ryan brings with him a breadth of experience in managing challenging placements through to successful outcomes. Ryan believes in trying to help each child or young person to achieve their best possible outcomes. With a strong emphasis on preparing young people for life as adults in the community and as active members of society



Email: David.thomas@cambiangroup.com

David has worked within a variety of settings over the past 7 years within the care sector. He began his career within short term, out of bounds crisis intervention homes working with high acuity behaviours and was the Deputy Manager for a 6 bedded home with line management responsibilities for a team of 25 support workers. David joins us from his current position as Registered Manager of a 4 bedded therapeutic home within Hampshire and has been instrumental with raising standards from being in a position of an inadequate rating on arrival, to an overall good within 3 months. David brings additional skills that are very much embedded around 'quality assurance'.

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

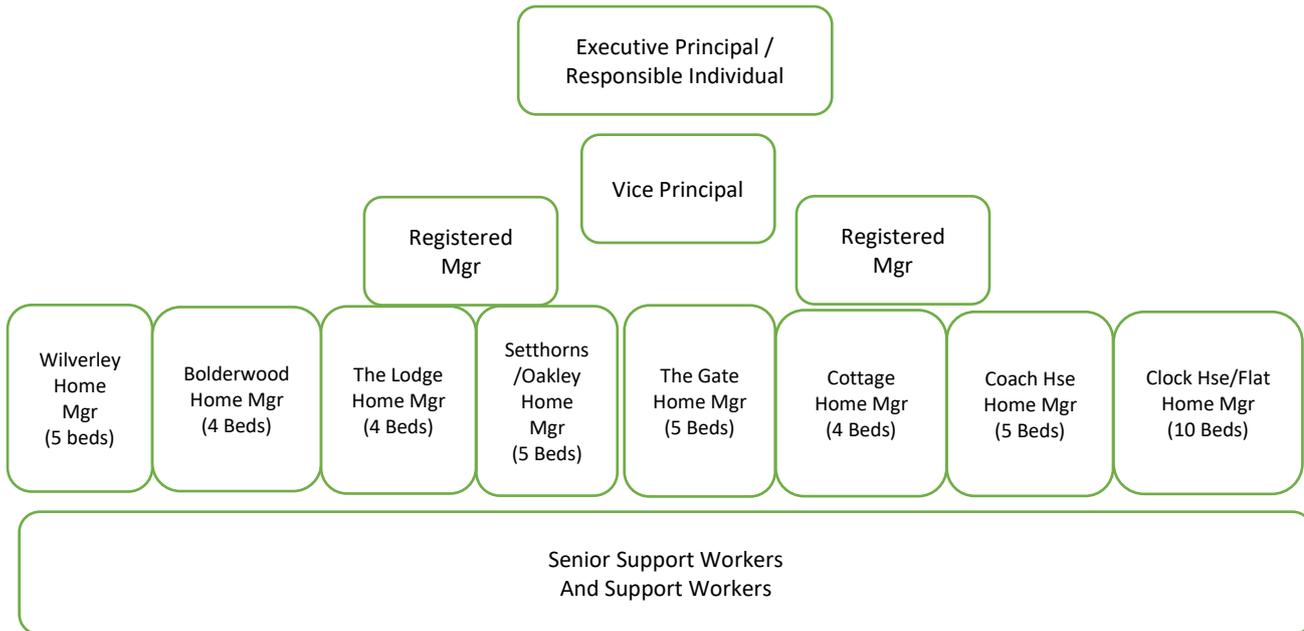
Senior Leadership Team			
Job Title	Qualifications	Experience	No.
Executive Principal / Responsible Individual	Bachelor of Arts (Hons), Post Graduate Certificate in Education, National Professional Qualification in Headship	20 + years	1 (F)
Vice Principal	D32/33 Assessor Award, NVQ Level 4 Management, Registered Manager Award, NEBS Management Dip, NVQ Level 5 Strategic Management, MCMI	22 + years	1 (M)
Deputy Head (Head of Education)	BA (Hons) English, PGCE Secondary English	12 years	1 (F)
Registered Manager (1)	QCF 5 in Leadership for Health and Social Care	10 years	1 (M)
Registered Manager (2)	Level 5 Leadership & Management in a Health & Social Care Setting Level 3 Diploma Children & Young People Level 3 Child Protection Level 4 DSO Training (Children & Young People and Children & Adults Combined)	7 years	1 (M)

	Safeguarding Train the Trainer Supervision Skills in Child Protection (Parts 1 & 2)		
Bursar		14 years	1 (F)
Administration Manager	NVQ Level 2 Customer Service, NVQ Level 3 Business and Administration	7 years	1 (F)
Education Staff			
Job Title	Qualifications	Experience	No.
Transition Manager	BSC Sport and Exercise Science Major with Business Management Minor (Degree), PGCE specialising in Basic Skills, Basic Skills Tutor up to L2, NVQ 3 in Health & Social Care	7 years	1 (F)
Teachers	Level 5 Diploma in Teaching, QTLS Status Bachelor of Education BSc Hons Biological Sciences, PGCE Secondary Science Master of Divinity (Joint Hons Theology & History), PGCE Secondary Education BEd Hons Art & Design Bachelor of Technology Education PGCE Primary Teaching BA Hons French & Italian, PGCE, PGDip Management Studies BSHons Textiles & Apparel, PGCE Education BA Hons, BELA DofE Silver Trainer Level 4 Adult Teachers, PostGrad Management of Voluntary Organisations, Key Skills, Life Coaching	1 – 20 years	12 8 (F) / 4 (M)
Teaching Assistants	NVQ 3 Teaching Assistants	1 – 17 years	20 16 (F) / 4 (M)
Care Staff			
Job Title	Qualifications	Experience	No.
Home Managers	Level 3 Diploma in Health & Social Care 2 x Incredible Years Instructors	5 – 13 years	8 (F)
Deputy Home Managers	NVQ/QCF 3 in Health & Social Care	4 – 17 years	7 5 (F) / 2(M)
Senior Support Workers	Level 3 Diploma in Health & Social Care	1 – 21 years	Approx. 11 7 (F) / 4 (M)
Support Workers	Working towards Level 3 Diploma in Health & Social Care	0 – 4 years	Approx. 24 14 (F) / 10 (M)
Night Senior Support Workers	Level 3 Diploma in Health & Social Care	1 – 15 years	8 5 (F) / 3 (M)
Night Support Workers	Working towards Level 3 Diploma in Health & Social Care	0 – 11 years	7 4 (F) / 3 (M)
Health Care Staff			

Job Title	Qualifications	Experience	No.
Mental Health Practitioner	RNLD, Experience in a forensic secure adolescent unit	3 years	1 (F)

Southlands School also has access to an on-site Therapy Department, who can assist with the support of the young people as required. This team can consist of a Psychiatrist, Psychologist, Assistant Psychologists, Speech and Language Therapists, Occupational Therapists, Holistic Therapists, and Art and Music Specialists.

20. Details of the 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 in-depth induction training and staff also receive regular refresher training as well as job specific training. Training is either face to face or computer based through our ‘Achieve’ programme. All care staff undertake the Level 3 Diploma in Health and Social Care for Children and Young People and this is provided through an in-house service.

The Home has a total compliment of over 100 staff. The Senior Leadership Team currently consists of the Executive Principal, Vice Principal, Residential Manager, Deputy Head (Head of Education), Head of Inclusion and Engagement, Bursar, and input from the Therapy Team. Teachers in the Education Department are supported by a team of full time teaching assistants and support workers from the residential settings. 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.

Staff in the residential settings work in teams based within the young peoples’ living groups. The Residential Manager is supported by the Home Managers. Each Home Manager is supported by a group of Deputy Home Managers, Senior Support Workers and Support Workers.

Southlands School also has access to an on-site Therapy Department, who can assist with the support of the young people as required. This team can consist of a Psychiatrist, Psychologist, Assistant Psychologist, Speech and Language Therapists, Occupational Therapist, Holistic Therapist, and Art and Music Specialists. The Bursar manages the core and administration teams which are inclusive of the Catering and Domestic staff. 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 a mixture of both male and female staff. We are currently working towards providing a female only home to meet the demands of a growing female cohort.

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 Residential 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 or the Executive Principal, Karen Gaster, and can be made 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 School 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

Child Protection Services:

NSPCC child protection helpline

Tel: 0808 800 5000 (adults)

Childline

Tel: 0800 1111

Advocacy Service:

Our local authority is: Hampshire

Hampshire Local Authority & Hampshire Safeguarding Children's Board

Telephone 01962 876230 (General enquiries)

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

Outside of office hours: 0845 6035620 (24 hours) general public.

Hampshire police 999

The non-emergency police telephone number is: 111.

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

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

Email: csprofessional@hants.gov.uk

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

E-Mail: help@nyas.net

Independent Person - Regulation 44:

Nikki Whistler Independent Person



I'm Nikki and I work for NYAS. My job is to visit your home once every month to make sure that you are happy with the care and support you are receiving and to make sure that the home is working to the rules set up for children's homes by the government.

I am really keen to hear your views and ideas about what you like or don't like about the home and what you think could make it better. During my visit I will talk to young people, staff, parents, carers and professionals. I then write a report which goes to Ofsted, the local authority and to the manager of the home.

About me:

I have been working in social care for most of my life, for the last 12 years with children and young people in residential care. I used to be Registered Manager of a large children's home in Sussex. I also work part time as a Therapeutic Animal Assisted Intervention Practitioner with children and young people with a range of social, emotional and mental health needs. I find this work highly rewarding as I watch the young people's confidence grow as they interact with my team of 'mini therapists'. In my spare time I enjoy socialising and eating out with friends and family, and spending time with my grown up children and grandchildren. I also enjoy looking after and entertaining the animals which include pigs, chickens, guinea pigs, rabbits, ferrets and more.

I look forward to meeting you. When I am in your home please don't hesitate to come and talk to me. I want to hear about your experiences and make sure you get the best possible service.

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, including secure children's homes – February 2017

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