

*Specialist education services in Asperger's Syndrome
(high-functioning autism) and complex needs*

Southlands School

Mixed gender | 7-19 years | Up to 52 weeks | Day placements





The Cambian Group is one of the largest providers of specialist services in education, health and care for children and adults in the UK. We provide services for over 2,400 individuals across 250 services; we work with 140 public authorities and employ more than 6,000 people.

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

Everything we do is directed towards achieving this aim.

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Welcome

Thank you for taking the time to find out more about Cambian Southlands School. I understand that the decision to choose specialist education and residential care for your child will have been reached after much careful consideration.

At all times our overriding objective is for all of our pupils to feel cared for, to feel safe and to be happy in their school. We work hard to create a calm, listening environment that is underpinned by a range of learning experiences, and importantly a strong, on site team of therapists.

At Southlands School we offer our pupils the full national curriculum, enabling them to engage in their chosen course of study, including Functional Skills and GCSEs. For our older students, 'A' levels and NVQ Awards can be followed at Southlands or for the more independent young adult at our sister provision, Cambian Wing College, in Bournemouth.

We provide bespoke educational programmes that are based inside the classroom and allow specific interests to be studied, for example photography. To complement formal learning we also offer a comprehensive life skills programme of study designed to develop independence and open up new learning opportunities. Our Life Skills programme reaches into our community, and includes voluntary work, and for the older pupils, apprenticeships and work experience. In addition we encourage our pupils to participate in outdoor personal challenges and Duke of Edinburgh Awards, many of which carry a recognised national accreditation, such as biking in the New Forest or Sea Canoeing from one of our local beaches and sailing qualification with the Royal Lympington Yacht Club.

We believe that our rounded approach to an all-inclusive education supports the individualised development of independence, self-assurance, and communication skills which will empower our young adults to be able to live independent or semi-independent lives in the wider community once they leave us.

We have found that only by working as a team around the needs of the young person will we secure these aims and a successful outcome for our pupils. We strongly advocate this multi-disciplinary approach and actively encourage regular communication. All of our staff are trained in working with young people on the autistic spectrum where their individual needs and strategies are identified and agreed by them, and by all parties including a team of educational psychologists, occupational therapist and speech and language therapist.

I hope that you find this Prospectus helpful in learning a little about Southlands School. We welcome visits from parents and carers of prospective pupils with Asperger's Syndrome and high-functioning autism to meet our amazing staff team, walk around our peaceful grounds and learn more about our exceptional School.



Karen Gaster
Executive Principal



Student profile

Achieving their personal best

Cambian has a heritage of delivering ‘Outstanding’ education and care for students with Asperger’s Syndrome or high-functioning autism and other associated needs.

Southlands School is an Ofsted-registered independent specialist school, offering 38-week through to 52-week residential and day placements for boys and girls aged 7-19yrs old with a diagnosis of Asperger’s Syndrome and other associated difficulties on the Autistic Spectrum.

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

We aim to teach self-management that allows students to utilise their strengths and manage their difficulties successfully.

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

We celebrate success and achievement at every opportunity, recognising that these outcomes for our students can be measured in many forms. This might

include achieving qualifications, such as GCSEs, ASDAN (Award Scheme Development and Accreditation Network) certificates, Duke of Edinburgh’s Awards and cycling proficiency, or achieving personal learning aims and goals. We pride ourselves on the range of specialist support services within our multidisciplinary team, who work together to enhance the learning experiences of our students. We draw out the potential in each student and work alongside them to discover their own personal strengths.

Above all, students thrive at Southlands School, and enjoy the learning experience.

Student profile

- ✓ Mixed gender, ages 7-19yrs
- ✓ Primary diagnosis of Asperger’s Syndrome or high-functioning autism and associated conditions
- ✓ Complex needs and associated challenging behaviour
- ✓ Often multiple exclusions and placement breakdowns
- ✓ A history of school refusal, periods of time out of school and may have experienced previous admission to a CAMHS (Child and Adolescent Mental Health Services) inpatient unit
- ✓ Specific learning difficulties such as dyslexia and dyspraxia
- ✓ Issued with a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP)





Our approach

Dedicated to each and every student

Southlands School consists of small class groups, creating a supportive and relaxing environment where students can learn and achieve their personal best.

Southlands School's approach to behaviour change is positive and non-aversive. The teaching styles and strategies are developed with Asperger's Syndrome/high-functioning autism in mind and are very much led by the needs of the students.

The work of staff is based upon understanding the ability of the student to manage academically, socially and emotionally in various situations. Individualised plans are designed to meet students' specific needs, and these plans form the basis of the four-way partnership between the student, school, family and local authority.

The curriculum is tailored to individual needs and it is supported by Individual Education Plans (IEPs). These plans allow each student to have access to a challenging, broad, relevant and differentiated curriculum that is designed to be Asperger's Syndrome/high-functioning autism friendly.

Therapeutic services

Southlands School makes use of the therapeutic services and the crisis

prevention intervention framework. The therapeutic services approach ensures difficulties are detected and allows students to receive support as needed.

Our overall aim is for our multi-disciplinary team to work alongside the care and education teams, enabling students to overcome their difficulties and promote their individual strengths. The therapy team implement anger/anxiety management programmes through one-to-one and indirect work with the students.

Students are supported by:

- ✓ Maximum class size of eight students
- ✓ High staff ratio of between 1:3 and 1:1
- ✓ On-site therapeutic team

The school day provides opportunities for academic, personal and social skills to be developed. Full use is made of resources in the local environment. Our educational programmes allow individuals to engage and participate in activities such as shopping, sports, swimming, horse riding, social events, library visits and country walks.

Our specialist team:

- ✓ Specialist teachers
- ✓ Teaching assistants
- ✓ Residential staff/keyworkers
- ✓ Speech and language therapists
- ✓ Clinical psychologist
- ✓ Consultant child and adolescent psychiatrist
- ✓ Occupational therapist
- ✓ Clinical psychology assistants
- ✓ Holistic therapist
- ✓ School nurse and Mental Health Practitioner
- ✓ Paediatrician
- ✓ Art Therapist

Every member of staff is dedicated to help all students achieve their potential through a personalised curriculum. This approach is designed to assist the students in developing academic, social and life skills that will enable them to achieve the maximum amount of independence in their adult lives.

Specialist interventions for students

Our therapy team contributes to our therapeutic environment through staff training, support and personalised intervention for all students.

Tailored AS-friendly environments

Classroom layouts are flexible, allowing for individual needs. There is plenty of room for personal space for students who perform better alone and equipment can easily be arranged to accommodate those who thrive on collaborative approaches to learning.

Holistic approaches

Southlands School has access to a full range of qualified clinicians, including psychologists and a holistic therapist, accommodating students, individual clinical needs.

Training in life/work skills

Work-related learning gives our students real-life experiences in the local community. This develops not only their working skills but also self-esteem, confidence, team work, and communication.

Curriculum flexibility

We allow for all types of learner and all abilities, entering students for qualifications ranging from Entry Level and Level 1 courses, right up through to GCSE and Level 3 equivalents.

In the first three months of a student joining Southlands School, they are assessed by the multidisciplinary therapy team. In addition, students can be referred for further individual therapy appointments throughout their time at the school. Following an assessment, an individualised programme will be developed; sessions will take the form of one-to-one direct sessions with the therapist, indirect sessions via the key worker and teacher, and group sessions with a selected peer group.

Appointments with therapists are confidential, however parents will receive feedback alongside other aspects of their schooling, and will be aware that their son or daughter is receiving support. Telephone appointments can be made with therapists, and there is the opportunity to meet and talk with them on our annual consultation day or by individual appointment.

Students may suffer from additional mental health disorders such as anxiety and depression. These students are given the opportunity to attend sessions with therapists. Where students

struggle to engage with the therapy team, care can be provided indirectly through the care and education staff, local services and parents. Our overall aim is to work alongside the care and education teams to allow students to overcome their difficulties and promote their individual strengths.

In addition, the therapy team devise and implement anger/anxiety management programmes through one-to-one and indirect work with the students.

Each term, every student has an education review meeting with staff members who are closely involved in their care. This meeting is an opportunity to discuss a student's overall care, education and therapy needs.



Speech and language therapy (SaLT) aims

- ✓ Assist students to use their existing communication skills effectively.
- ✓ Enable students to develop and learn new communication skills.
- ✓ Works with students who have social interaction difficulties.

Occupational therapy services aims

Occupational therapy supports young people to meet a wide range of needs in:

- ✓ Sensory difficulties.
- ✓ Life skills including personal care, food and eating, domestic skills and independence skills.
- ✓ Gross and fine motor skills.
- ✓ Self-regulation to improve concentration.
- ✓ Organisational skills.

Clinical psychology service aims

- ✓ Promote psychological health and well-being.
- ✓ Promote positive behaviour.
- ✓ Encourage individuals to learn and employ appropriate coping strategies to regulate their behaviour and support their own psychological health.
- ✓ Support individuals to make their own treatment decisions and act as an advocate for them when necessary.
- ✓ Support those that care for these individuals to reinforce positive strategies.
- ✓ Develop environments and a culture that promotes positive behaviour and mental health.
- ✓ Deliver regular training to staff teams to support them to promote positive behaviour and psychological wellbeing.

Clinical psychology

The clinical psychology service is integrated within the school's multidisciplinary service and works jointly with psychiatry, occupational therapy, speech and language therapy, nursing and holistic therapy to deliver a service that is complete and collaborative.

Holistic therapy

The holistic therapist works closely with students and staff to provide relaxation tools for students. The treatments offered in the relaxation room on site are reflexology (feet/hands) and Indian head massage (back, shoulders, neck, head and face).



A varied and fulfilling education

We have a flexible approach to learning, personalising the curriculum and offering small teaching groups to meet students' learning needs and abilities.



At Southlands School we aim to provide consistent, diverse, fun and structured learning opportunities through a waking day curriculum, seven days a week.

We understand that not all young people with Asperger's Syndrome / high-functioning autism will learn new skills at the same pace. Our curriculum caters for students with a wide range of needs, regardless of the speed of their progress.

Southlands School believes that our students are entitled to a curriculum that is characterised by breadth, balance, relevance, differentiation and progression. The curriculum followed is broadly based on the statutory requirements of the new national curriculum, but the delivery of subjects is adapted to meet the very particular needs of our students.

Our Primary, Secondary and Post 16 curricular each offers our students an individualised approach to select and pursue their chosen pathways of study, providing a breadth of education with carefully integrated core subjects.

From year 9 we also offer a range of options that can lead to external accreditation and qualifications. There is also an opportunity for students to have short periods of work experience where appropriate; these may be on or off-site. Where possible, the school places students with local employers and works with partner organisations to ensure the suitability of placements.

Consistent teaching and learning takes place over a longer period than in mainstream day schools. Class groups are small, allowing for individual programmes of study. Alongside the formal curriculum, behaviour management strategies and the development of social skills are also an integral part of every lesson on the timetable.

Southlands School provides formal education for students on 190 weekdays within each academic year.





Qualifications and achievements

Ensuring progress

Our students make good progress in all aspects of learning, whether it's social, emotional, behavioural, vocational or academic.

We offer a range of qualifications, including:

- ✓ GCSEs
- ✓ ASDAN qualifications
- ✓ British Computing Society ECDL Level 2 GCSE Equivalent
- ✓ Level 3 Extended Project Qualification (A Level Equivalent)
- ✓ AQA Unit Awards
- ✓ Entry Level/Step Up to English
- ✓ Functional Skills
- ✓ Duke of Edinburgh's Award
- ✓ BTEC Levels 1 and 2 Home Cooking
- ✓ Sports Leaders Award
- ✓ British Safety Council Award
- ✓ John Muir Award
- ✓ Sailing RSA Certificate

In addition to academic attainment, students are provided with the opportunity to develop their full personal potential in the following areas:

- ✓ Physical health and mental wellbeing.
- ✓ Independence, life skills and self-help.
- ✓ Social acceptability.
- ✓ Communication skills.
- ✓ The development of relationships with adults and peers.
- ✓ The ability to make informed choices.
- ✓ Intellectual development and problem-solving.
- ✓ Spiritual, moral, social, cultural and emotional fulfilment.
- ✓ Positive self-esteem, self-awareness and self-confidence.
- ✓ Leisure and self-occupation skills.
- ✓ Work experience opportunities
- ✓ Supported internships/apprenticeships
- ✓ Socialisation in the wider community



A home away from home

Located in the village of Boldre, close to the seaside resort of Lymington, the school benefits from ready access to beautiful countryside, the coast and a sizeable town.

Southlands School is set in its own extensive grounds, which contain an outdoor swimming pool, an angling lake and both grass and hard-court surfaces for recreation.

The school site has nine separate family style 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, social interactions, 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 on one campus - within four acres of New Forest countryside.

There is a constant programme of refurbishment to ensure our accommodation provides a high quality 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 younger children who require such an approach, including its own garden and outdoor 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.

The provision can currently 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.







Family contact

Supporting students and their families

Our aim at Southlands School is to work in partnership with parents and siblings to create an environment where families feel supported.

We understand that families may be anxious when a child starts at a new school.

All parents and carers have access to the members of staff who are involved in the education and care of their child, including our therapy team. We welcome questions and are happy to provide advice to help parents support their children. Residential staff also provide a weekly report to parents and carers.

We encourage students to maintain close contact with their families, supporting them in remembering family birthdays, and special and seasonal occasions. Students are encouraged to maintain contact with family and are supported to phone, write and send photographs regularly.

Contact is very important to our students, and they benefit from receiving letters, postcards and calls from parents and their wider family, as often as possible. This enables the students to feel they have a continuing role in, and knowledge of, family life.

We operate an open door policy for parents, who are welcome to visit at any time. Telephone calls can be a crucial link, as well as email communication and/or Skype. We have a firm commitment to two-way support and openness of attitude where partnership with parents is concerned, and we involve families in care, target-setting and individual programme content, to achieve a greater degree of consistency.

The therapy and care teams are an important link for families and are available to offer practical support to parents in transferring strategies from school to home and management of challenging behaviour in the home environment. Individual appointments can be made with members of the therapy team to discuss individual needs.



Case study

James' Journey



A student's story from Southlands School.

When we first met James*

James first visited Southlands School at eight years of age, with a diagnosis of Asperger's Syndrome. His self-esteem was very low and his confidence had been crushed through many negative experiences in mainstream schools. He had attended four schools in four years and the outlook for his educational achievements was not hopeful.

When James came to us

James was initially very insecure and highly anxious. He was of very short stature, blind in one eye with other physical difficulties, and had delayed development. He was a very active boy, who struggled to maintain his focus for 45 minutes. Nervousness around other children meant that forming friendships was a huge difficulty. He was also a perfectionist and if he couldn't complete a task he would cry with frustration and even lash out at staff around him.

James' care

Staff at Southlands School developed trusting relationships with James and encouraged him to participate in many varied activities. Staff coached him through developing his skills and confidence in social communication. The

staff explained to him what it would be like living with Asperger's Syndrome and taught him coping strategies to enable him to reintegrate back into society. This enabled him to re-engage with his education and aspire to future academic goals of GCSE qualifications. James became a passionate reader and as his self-esteem grew, he participated to a greater degree in all aspects of school life.

James took his key stage 2 SATs at Southlands and achieved level 4 in English, level 5 in science and level 5 in maths. This gave him the confidence to enter the secondary department with a renewed self-belief that he may one day achieve his long-term goal of going to university. James was keen to return to mainstream education in year 8 before choosing his GCSEs in year 9. Continual monitoring procedures ensured that James made good progress that reflected his overall levels. Staff at Southlands School assisted the family in finding exactly the right school. Two out of three were not prepared to take the risk, but one school did.

James began at this school in year 9 and went on to achieve 5 A*s, 4 A's, and 1 B, enabling him to go on to 6th form, where he achieved 3 A*s in maths, further

maths and physics, and an A in chemistry.

Today

James had an appetite for learning that became compelling, with him taking a GCSE in astronomy as well as achieving his Gold Duke of Edinburgh's Award, black belt in Taekwondo and passing his driving test. James has just returned from a gap year, during which he has travelled independently to New Zealand. James was awarded a scholarship to attend his first choice university to study a master's degree in civil and environmental engineering. As someone who has been a real credit to himself and an inspiration to others, he was nominated to carry the Olympic flame in 2012.

What's the future like for James?

James has achieved what he dreamed of doing. To have been a part of helping him achieve this has been an immense privilege for the staff team at Southlands.

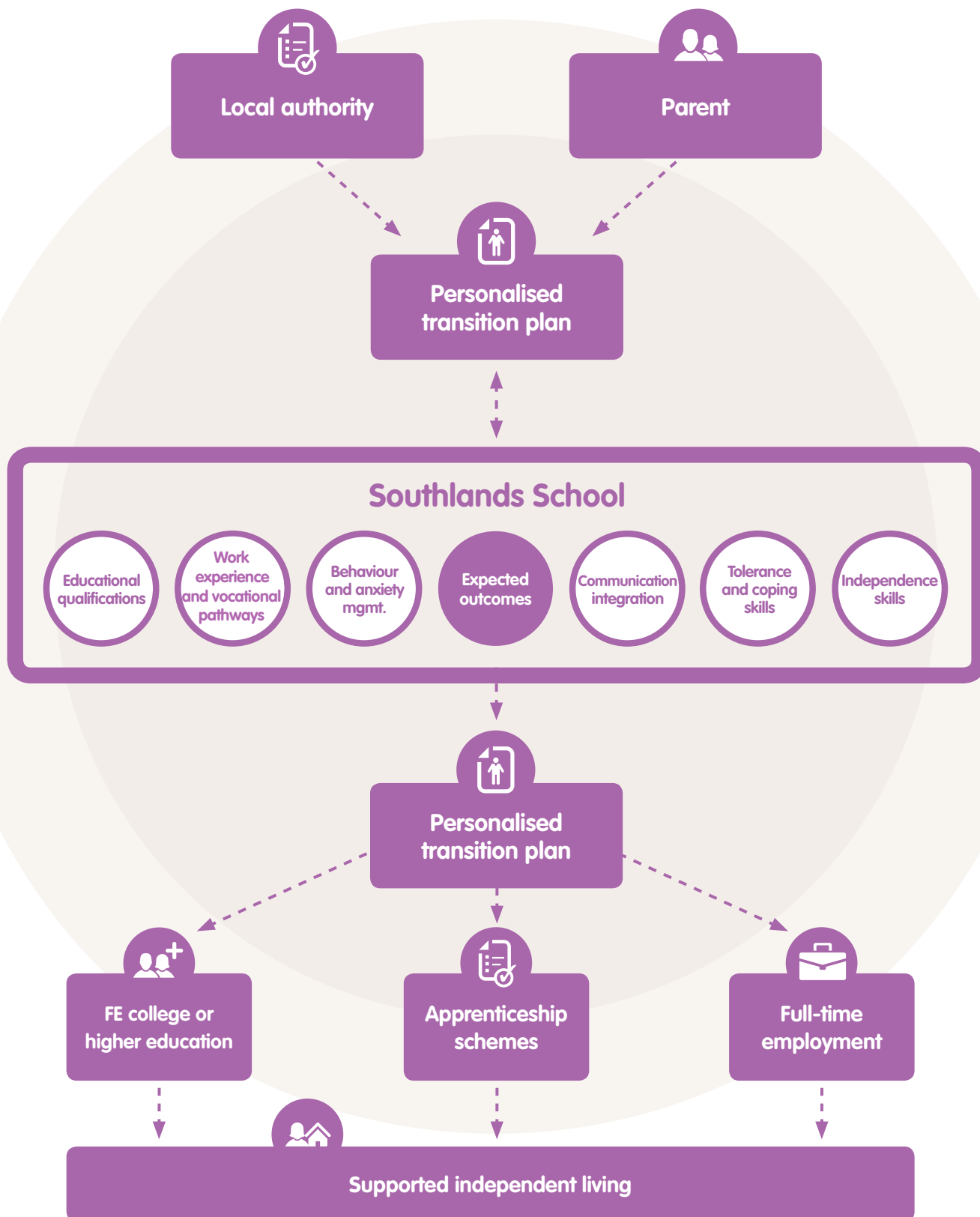
He has gone from being a boy who had no self-belief in his ability to succeed, whose self-esteem had been shattered, to one that now has the brightest future ahead of him.

*Name has been changed to protect his identity.



Transition pathway

We focus on developing education, life and vocational skills that support a successful transition into adulthood.



Community links

Opportunities in and out of school

It is important to ensure our students are supported to live in the community and not just in our school environment, so every opportunity is taken to teach in real-life situations.

We aim to provide plenty of opportunities for our students to be included in life outside the school gates, while still allowing them to remain in their comfort zone. Because we are so exceptionally well situated between the New Forest and the sea, the educational and recreational opportunities are endless. Students are given a range of experiences within the area and contact with the local community is an essential part of our weekly routine.

Students are encouraged to take up small jobs internally in the school kitchens and some students find themselves part-time jobs locally. The School has links with local religious communities, and arrangements can be made for students who wish to attend their own denominational churches and places of worship.

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

Opportunities are available locally for students to join clubs, and successful links have been forged with the following institutions: sailing club, golf club, a football club, athletics, youth club, riding schools, drama club, trampolining and the Duke of Edinburgh Award's scheme.

We have links with the Solent Business Partnership and work experience placements in the community are encouraged for students in years 10 and 11.

Students participate in independence training in the community, teaching them how to go off site into town and make safe use of public transport, local amenities and shopping centres.

Southlands School is at the very heart of our local community. It has built excellent links with local businesses and leisure facilities, offering work experience, learning opportunities and life skills.



Securing your child's future

For more information on Southlands School and our staff, and an in-depth look at our curriculum, services, outcomes and approach, visit www.cambiagroup.com.

Key Policy documents

Our policies are available at www.cambiagroup.com/governance and can be requested in print by contacting us on **0800 138 1184**.

To discuss a placement in confidence, call us on **0800 138 1184** or email education@cambiagroup.com.

We understand that choosing the right school for your child can be a difficult decision. To support this process we have parent liaison officers available who can offer further support and guidance on how we could be the right school for your child. We encourage you to visit our school to meet students and staff, as well as find answers to those questions not easily answered in a prospectus or on a website.

To initiate the assessment process, local authorities and/or children's services departments make formal requests for a placement.

Parents should involve their local authorities at an early stage. This ensures that visits by local authority educational psychologists or other professionals can be arranged to ascertain the appropriateness of the school for each prospective student.

Prospective students are initially assessed in their own settings to determine whether Southlands School may be the right placement; these assessments are conducted free of charge. Information gathered during this visit is added to that

made available by local authorities, other placing bodies and parents, such as a statement of SEN or an education, health and care plan. Throughout the admissions procedure, the student is kept at the centre of the process. We believe it is unhelpful for the prospective student to see the School before the initial assessment, as it can be a disruption or a disappointment if we ultimately feel we cannot meet their needs. Sometimes this strategy is changed, however we always work in partnership with the local authority and parents/carers to determine the best way forward.

Following the assessment and review of reports, the Southlands Team is then able to make a decision as to whether Southlands School is the right placement for the prospective student.

The majority of students are referred and placed by their local education authorities, often supported by children's services and their health colleagues. There are cases in which some students are privately funded.



Additional information

Our policies can be requested by contacting us on 0800 138 1184 or by emailing education@cambianguroup.com

Safeguarding statement

The parents of students at Southlands School should be aware that the school has a duty to safeguard and promote the welfare of their pupils. This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. This policy on child protection is in accordance with the locally agreed inter-agency procedures and Hampshire Child Protection procedures. The policy also complies with guidance from the DfE and the Local Safeguarding Children Board (LSCB). The school recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary. The designated safeguarding lead (DSL) for the school is Andrew Simmons and there are two DSL's.

Complaints procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with, or tell us we did not meet your expectations,

please contact the school via the contact details at the back of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the school, please contact the Director of Education via the contact details at the back of this prospectus, especially if your complaint relates to the school leadership.

The proprietor

The proprietor of the school, whose address for correspondence during both term times and holidays, The Cambian Group, The Waterfront, 4th floor, Waterfront, Chancellors Row, Hammersmith, London, W6 9RU.

Telephone: 0800 138 1418

Email: education@cambianguroup.com



Southlands School

Supporting the needs of children in:

✓ Berkshire
✓ Dorset

✓ East Sussex
✓ Hampshire

✓ Isle of Wight
✓ Kent

✓ London
✓ Surrey

✓ West Sussex
✓ Wiltshire



How to find us

By rail

Southlands School is located within a couple of miles of Brockenhurst and Lymington train stations. Brockenhurst is on the main line from London Waterloo, offering a direct service, so is easily accessible.

By car

Southlands School is located just off the A337, which is close to the A31, M27 and M3. We are just a couple of miles from many neighbouring towns and beaches, making us a central location for accessing many of the attractions in the New Forest.

To receive an application pack or to discuss a referral in confidence, please call us on **0800 138 1184** or email **education@cambianguroup.com**

www.cambianguroup.com

