

Southlands - Children's Home
Cambian Group

Cambian Asperger Syndrome Services Limited
Statement of Purpose

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

Tel: 01590 675350

DfE Registration Number: 850-6030 Ofsted Registration Number: SC482294



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

ETHOS

Everyone has a personal best

Everyone can find something to aim for

Everyone can achieve something special

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

VISION

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

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

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

To hold all to account in regards to their positions and role in each child's life.

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

Southlands – Children’s home

Matters included in this Statement of Purpose:

QUALITY AND PURPOSE OF CARE

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

Southlands Residential children’s home is part of the Cambian Group. All the young people either have 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, typically 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 and/or self-harm.

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

Increasingly it is being recognised by Local Authorities that young people with autism / ASC placed into secure hospitals are being miss-placed. The clinical nature of this environment does not support young people to leave or move-on as the environment itself can be a cause of behavior which has historically been labelled as a mental health issue.

These young people can be assessed for Southlands by our therapeutic team with a view to placing here. This can only be considered when the current hospital / approved clinician / therapy team deem them ready for discharge. This type of placement needs intensive therapeutic support and oversight. For this we have a team which includes but is not limited to: 2 days of Psychiatrist intervention / oversight, a full-time psychologist, a senior mental health nurse, a pediatric nurse (who supports the care element of the site, during the school day), Speech and Language Therapist, Occupational Therapist and an assistant psychologist.

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 non-aversive positive approaches to behaviour change, an Asperger Syndrome friendly range of parenting styles: Incredible Years (IY) and strategies that are needs-led and detailed within personalised Care Plans.

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

All staff are trained in “The Incredible Years” parenting course, so we can provide a consistent approach across all the homes on site. Individualised plans are designed to meet specific needs, and these plans form the basis of a partnership between the young person, school, family and social worker if applicable. We aim to teach self-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 reduce and regulate their socially unacceptable and inappropriate impulses and behaviours through the structured use of positive interventions that are deemed the least restrictive and rewards. Behaviour planning and the teaching of alternative behaviours is a pivotal aspect of achieving

the best possible outcome for the young person.

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

All of the young people are fully mobile and able, however, most present with sensory issues which require us to follow a sensory diet. 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.

Southlands also offers a 4 bedded supported living environment (cottage) with reduced levels of staffing for those young people who have acquired a level of independence that allows them to access the wider community without staff support safely and successfully, these young people are ordinarily those who have reached the age of 16 and above. This arrangement allows us to prepare these young people for adulthood and the next part of the life journey at an external college and workplace environments.

For our young people who are 16 – 19 years of age, we always consider various areas throughout their life with us, however, there are occasions where we will utilise the Mental Capacity Act 2005, and carry out an assessment bearing in mind the 5 statutory principles:

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

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

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

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

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

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

The home can accommodate up to 42 residential places. Southlands 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 young people on weekly, termly or annual boarding basis dependent on the individuals need.

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

The home is set up as eight separate living houses, one within the main building and the remainder spread across the site. Decisions are made regarding which living environment accommodates each young person depending on their age, ability, difficulties that are presented, and in addition to this, where their needs could potentially change. The young people are also consulted on the matter, to ensure compatibility where there is the need. Both the residential accommodation and educational facilities are contained within one campus.

Resident young people are provided with their own bedroom (no shared) which includes a single bed, wardrobe, and chest of drawers and washing basket. they can then personalise their bedrooms – including a choice of colour from a

prescribed chart. A desk & chair is also provided to support continued learning where the need arises.

Some of the bedrooms have en-suite facilities and some houses have more than one lounge to include games rooms or a second lounge to ensure adequate space for the young people.

The Home comprises of:

Accommodation	Number of bedrooms
Lodge House	4
Gate House	5
Coach house	5
Clock House/ with annex flat	10
Cottage	4
Setthorns / with annex Oakley	5
Wilverley	5
Bolderwood	4

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

Southlands Children’s Home is located just outside the village of Boldre, in the New Forest.

We are fortunate as it is just a short drive to a range of local beaches and is 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 also benefits from a lavish 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 as being capable to do so.

The site comprises of a large country house and grounds with additional education and residential premises on site, clustered mainly around a courtyard. We have an outdoor swimming pool, an angling pond, extensive grounds including a wooded area, and both grass and hard-court surfaces for recreational use. There is an adventure playground for younger children, a soft play room, a small leisure suite with gym equipment, outdoor static gym equipment and a common room.

There are also areas on the grounds for a greenhouse and vegetable beds, and another much larger area for raised beds for gardening/activities/therapeutic use. 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 local 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 them to practice their religion where there is a need. We also encourage links with others in the area to support our young people to still feel that they belong to whichever community or culture they are from. The site as a whole is non-denominational.

New and existing residents are consulted on their wishes and decisions regarding cultural and religious needs. There is a demand placed upon the staff team to pay attention to and take positive action to be informed about these wishes and decisions. We believe that there should be clear understanding by those caring for the child of family beliefs and values if the child is to be rehabilitated with their family.

If children are to grow into adulthood with a sense of identity and confidence in themselves, they should be cared for by people who will be able to help them with issues in respect of their racial origin and religious persuasion, and be able to talk positively with them about their cultural background. This is key to establishing a positive sense of self, which is a key underpinning of well-being.

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

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

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

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

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

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

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

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

The Children's Home has its own site-specific Safeguarding Children and Behaviour Management policies as outlined in Regulation 34 and 35 of the Children's Homes Regulations, as well as following a group Whistleblowing Policy. All staff are provided with copies of these policies, and receive regular training on these issues, and are informed of the identity of the Designated Safeguarding Lead and the Deputy Safeguarding Leads. Staff are trained to 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. We also have a "care council" where young people from the home can come and have an open question and answer session with the Heads of Care – these are held 4 times a year.

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

Southlands children's home is on the same site as Southlands School. The site was formerly a specialist residential school. The school and home are separate with separate staff teams and roles, but work together with an inclusion and engagement team which overlaps school and the homes.

About the school:

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



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

Southlands School holds a separate Children's home registration with Ofsted and is regulated against the childrens home regulations and quality standards 2015

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

Some of the older residents 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 and developmental age 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 pole fitness, St Johns ambulance, scouts, pottery and relaxation activities. Many activities are offered on site, but other opportunities exist within the local area and further afield. Evidence from these activities and achievements is collected and contribute to a Life Book of a young person's time at Southlands. The Care Staff also arrange opportunities for those young people with us 52 weeks of the year, to experience a "holiday" of some kind. This year, a group enjoyed camping in the New Forest.

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

PHYSICAL AND MENTAL HEALTH:

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

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

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, Art Therapy and a mental health practitioner. 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. Holistic health of the young people is supported by a comprehensive Multi-disciplinary team that consist of various skill sets from wide reaching experiences and backgrounds.

Therapy Services are embedded and integrated into all aspects of the home. The clinicians provide the school with specialist knowledge and skills which serve to enhance the whole environment. In addition to this young people 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 young person's initial 3-month period at Southlands the multi-disciplinary team complete an initial assessment which includes a review of their history and Education Health Care Plan, observations of the individual,

collection of base line data and where indicated individual assessment sessions with the young person and family. Referrals for support from the clinical team can be made by young people, 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).

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

As both a Home and a School we aim to ensure that all areas of need from the young person's 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 advice 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.

16. Arrangements for promoting positive relationships amongst residents and staff

We recognise that establishing positive and respectful relationships quickly is a key tool to helping a young person to achieve positive outcomes. These young people can be very damaged / mistrustful of adults after years of miscommunication / misunderstanding and conflict arising from their underlying issues.

In order to ensure this happens staff 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 management models which allow the young people to form trusting bonds through consistency and the positivity of the carers.

17. Arrangement for promoting positive relationships between residents.

We have a prevention of bullying lead who works pastorally across the home. This role works across the whole site (Education and School). It is a supportive tool to ensure that opportunities, knowledge and information sharing is possible across this large residential setting.

We operate a restorative approach to managing conflict, where the views of all parties are sought, validated and acted upon. We use the “just care” methodology for formal resolutions through mediation and restorative conferences.

Restorative consequences are the preferred option for conflict or issues which impact the relationships of the young people on site. All young people are consulted prior to the conference and then the adults help to facilitate positive communication through re-phrasing, paraphrasing and summarising the young people’s views.

Our behaviour management policy is available upon request and can also be found on our website.

PROTECTION OF CHILDREN:

18. A description of the home’s approach to the monitoring and surveillance of children.

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. Some of these will be used all the time, and some will only be used at night. The school and home only 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.

All homes have a keypad so only the staff and young people can access them. This keeps strangers out and everyone safe. These codes change regularly but all staff and young people are updated. There is a 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) placed in each house setting where children and young people are. There is also 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 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.

In rare instances where there is a safeguarding issue / on-going risk, additional monitoring may be put in place. Specifically, the use of door alarms for additional safety overnight. At the time of writing there are two such guards in use. This alerts the night Support worker that the bedroom door has been opened by messaging a pager. When this is in place, the individual house base will have a risk assessment which documents the risk / need for the alarm. This is regularly reviewed.

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

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

We aim to teach self-management through the provision of a range of strategies that allows young people to deal with their strengths and manage successfully around their difficulties. Each young person has an individualised Risk Management Plan, which includes their Individualised Risk Assessment (IRA) and Behaviour Support Plan (BSP) which is an outline of effective or suggested positive behaviour management strategies. This document is

reviewed and updated at least on a 3-monthly basis, with input from members of the 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 present itself in different ways. 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 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, 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 also has a member of staff trained to teach these procedures. Annual refreshers are organised for all appropriate staff, which includes written and practical assessment.

LEADERSHIP AND MANAGEMENT:

20. The name and work address of—

(a) The registered provider;

Cambian Asperger Syndrome Services Ltd

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

Interim Principal Southlands & Responsible Individual (RI)



Name: Andrew Simmons
Southlands
Vicars Hill
Boldre
Lymington
Hampshire
SO41 5QB
Tel: 01590 675350
Email: andrew.simmons@cambiangroup.com

Andrew is the Interim Principal (formerly Vice Principal) for Southlands and the 'Responsible Individual' for the home provision. Andrew's experience stems from 30 years of working with vulnerable young people; he has a strong background within 'Health & Social Care'. Andrew was the Head of Care 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 raising considerable amounts of money for different charities.

(c) *The Head of Care registered manager is:* Roberta Dagnell (Registration to be applied for)



Having commenced my career as a support worker, and worked hard to progress within this particular field of work. Both by experience and study I have attained a wealth of experience which I can demonstrate confidently within my role as Head of Care at Southlands School. I know how important it is as a leader to develop staff skills, as this encourages an open and confident philosophy when supporting the young people, our overriding ethos will always be that the young people feel cared for, in an environment that is calm and nurturing.

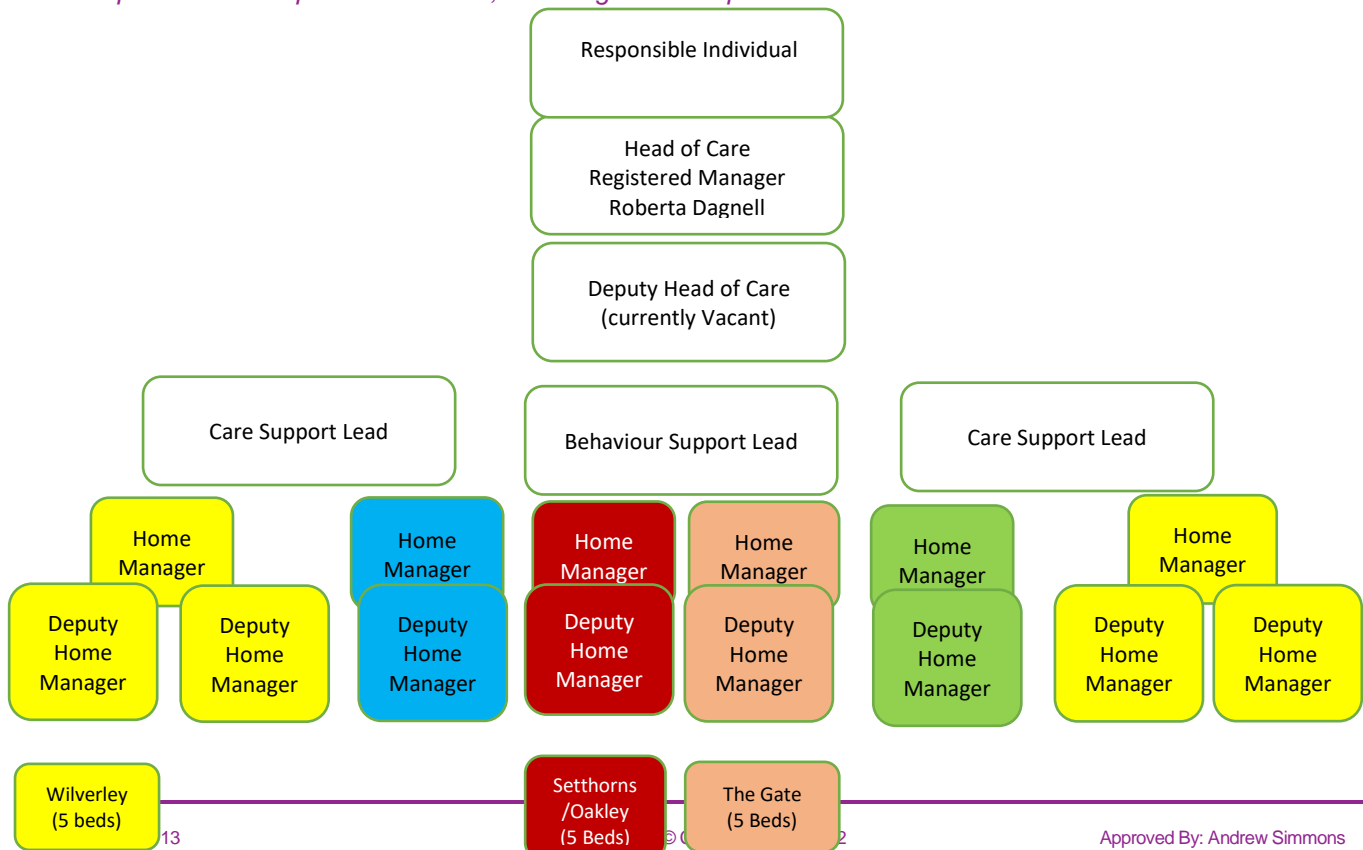
My passion and drive enables me to look at innovative ways in which we as a team at Southlands can inspire our staff and young people to achieve the best outcomes in their journey of developing each individual's independence alongside their confidence and self esteem. Having been a Registered manager for 18 years across various settings, I know how important it is to adhere to regulations and legislation as set out by the regulatory bodies. This is achieved by reviewing, developing and looking at inventive ways of surpassing expectations.

Safeguarding is a very important factor in environments such as this, as keeping the young people free from harm is always at the forefront of our minds as is providing safe and effective care.

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

Leadership team supporting the oversight management of the children’s home in the absence of the Registered Manager			
Job Title	Qualifications	Experience	No.
Responsible Individual (RI) (Interim Principal)	D32/33, NVQ Level 4 Management, Registered Manager Award, NEBS Management Dip, NVQ Level 5 Strategic Management, Autism accreditation, MCMI – Regulatory Reg 44 approved, Home Office approved ‘Prevent’ trainer.	30 + years 15 + years Designated Safeguarding lead	1 (M)
Head of Care / Registered Manager	NVQ L4 Children & Young people – Registered Managers award. Higher Level Apprenticeship L5 Diploma – Leadership, Health and Social Care and Children & Young people (Adult management)	15 years 10 years	1 (F)
Deputy Head of Care	Position currently vacant		
Health Care Staff			
Job Title	Qualifications	Experience	No.
Nurse	RGN Nurse (Paediatric specialism)	15 years	1 (F)
Southlands also has access to an on-site Therapy Department, who can assist with the support of the young people as required. This team consists of a Psychiatrist, Psychologist, Assistant Psychologists, Speech and Language Therapists, Occupational Therapists, Holistic Therapists, and Art and Music Specialists.			

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





Southlands also has an independent (supported) living environment for those older young people who have safely demonstrated and achieved levels of independence that allow them to access external colleges, work experiences and the wider community without staff support. Young people resident within the Cottage living environment are supported by a single staff member each day but have access to the wider facilities and staff if needed across the home.



All staff receive regular supervision and annual appraisals as per the company policy. There is an in-depth induction training package and staff also receive regular refresher training as well as job specific training. Training is either face to face or computer based through our 'Myrus' programme. All care staff undertake the Level 3 Diploma in Health and Social Care for Children and Young People and this is provided through an internal in-house service RQF assessor.

The Care Leadership Team currently consists of the Responsible individual, Head of Care RM, 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 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 mixture of both male and female staff. With this as part of our strategic development of Southlands, our future objective is to provide single sex residential care for individuals who have complex needs.

CARE PLANNING:

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

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

The Home does not currently provide for Emergency Admissions.

Further Information

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

Admissions line: 0800 288 9779

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

Additional Contact Details

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

Tel: 0800 528 0731
advice.team@childrenscommissioner.gsi.gov.uk

Child Protection Services:

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

Childline
Tel: 0800 1111

Advocacy Service:

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

Our local authority is: Hampshire

Hampshire Local Authority & Hampshire Safeguarding Children's Partnership HSCP

Telephone 01962876230 (General Enquiries)

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

Outside of office hours

Hampshire police 999

The non-emergency police telephone number is: 111.

The Local Authority Designated Officer (LADO) for Hampshire is Mark Blackwell, 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:

Our independent Regulation 44 visitor

Annabel Hodgson



QUALIFICATIONS AND ACHIEVEMENTS

I have a Diploma in Youth Work and a BSc honours degree in Psychology and Sociology from the University of Southampton. I am a qualified assessor and trainer, currently assessing Youth work students and learners undertaking their Award in Education and Training, and previously acting as a Practice Teacher for Social Work students, with a TAQA (Training, Assessment and Quality Assurance) and Practice Teaching Certificates.

EXPERIENCE

I have 30 years' experience in delivering and managing services for children and young people, including Children in Care and care leavers.

I have worked both for the Local Authority and within the voluntary sector, and was the Chief Executive Officer of a Hampshire youth charity for 25 years. This included managing Advocacy and Independent Visiting services for children in care, including those in the secure estate, as well as CSE services, substance misuse treatment, counselling and mental health support, sexual health and advice services.

I now work part-time for NYAS as well as undertaking my assessing role.

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