Cambian



Southlands School

Specialist education service for students who have a primary diagnosis of Autism, including those with Level 1 support needs and complex learning profiles.

• Mixed Gender • 7 - 16 years
• Up to 52 Weeks Residential • Day and Residential Placements

OUTSTANDING Ofsted Rating

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 a sailing qualification with the Royal Lymington 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 Autism & complex learning profiles and high-functioning Autism to meet our amazing staff team, walk around our peaceful grounds and learn more about our exceptional school.

Alison Priddle

Principal

"The school provides pupils with a highly engaging and enriching educational experience. Some pupils report that this is the first time they have had a positive experience in a school setting."

Ofsted Outstanding Education Report, 2025

Vicars Hill,
Boldre,
Lymington
Hampshire,
SO41 5QB

PH: 01590 675 350

Achieving their personal best



Student profile

Cambian has a heritage of delivering 'Outstanding' education and care for students with 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 7-16yrs old.

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 7-16yrs old with a diagnosis of Autism & complex learning profiles 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 GCSE's, ASDAN (Award Scheme Development and Accreditation Network) certificates, Duke of Edinburgh 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

- May have one or more of the following:
- Autism & Complex Learning Profiles.
- Co-existing difficulties associated with Autism such as ADHD
- Issued with a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP)
- Specific learning difficulties such as dyslexia and dyspraxia
- Language and social communication
- Social, emotional and mental health needs
- Sensory integration and processing
- Moderate Learning Difficulties (MLD)
- Heightened anxiety
- Selective mutism
- Self-harm
- Challenging behaviour
- History of placement breakdowns

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 Autism & complex learning profiles 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 fourway 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 Autism & complex learning profiles 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 multidisciplinary 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.

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.

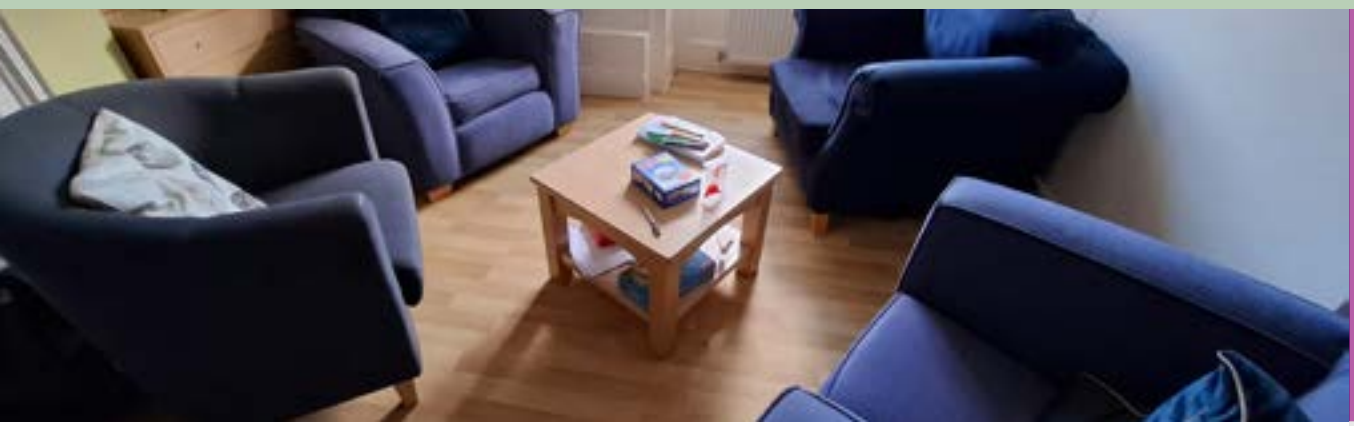
Our specialist team:

- Specialist Teachers
- Teaching Assistants
- Residential Staff/Keyworkers
- Speech and Language Therapists
- Clinical Psychologist
- Consultant Child and Adolescent Psychiatrist
- Clinical Psychology Assistants
- Holistic Therapist
- School Nurse and Mental Health Practitioner
- Paediatrician
- Art Therapist

"Due to the extremely inclusive nature of the school, pupils feel a strong sense of belonging. They are proud to attend this school and appreciate the support provided to them. Ensuring pupils have a voice is a high priority, and pupils are eager to share their thoughts, feelings and views."

Ofsted Outstanding Education Report, 2025

Therapeutic services



Specialist interventions for students

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

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.

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.

Therapeutic services



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.
- 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).

Teaching and learning



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 Autism & complex learning profiles 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 curriculum 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.



"The commitment to understanding the needs of pupils and providing an ambitious, individualised curriculum is central to the school's success. As a result, pupils achieve success and are extremely well prepared for the next stage of their education."

Ofsted Outstanding Education Report, 2025

"Staff seek to understand the children and to help them overcome the barriers that they face, rather than expecting them to change to fit a set model. This means that the children have bespoke plans to meet their specific needs and to develop their skills."

Ofsted Care Report 2026

Qualifications and achievements



A varied and fulfilling education

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 • Functional Skills
• 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
• Duke of Edinburgh's Award • Sports Leaders Award
• BTEC Levels 1 and 2 Home Cooking • John Muir Award
• British Safety Council 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 • Social acceptability.
• Independence, life skills and self-help • 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

Our environment



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 twelve 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.

Southlands School is registered for ages between 7 and 16 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. We are registered for 29 residential places.



"The registered manager and the wider management team are committed to the children who live in the home. They aim for all children to succeed to the best of their abilities, and this determination is echoed by all the staff who work in the home."

Ofsted Care Report 2026

"Children make good progress while living at the home and attending the on-site school. They have warm and caring relationships with a committed team of staff who all know the children very well."

Ofsted Care Report 2026



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.

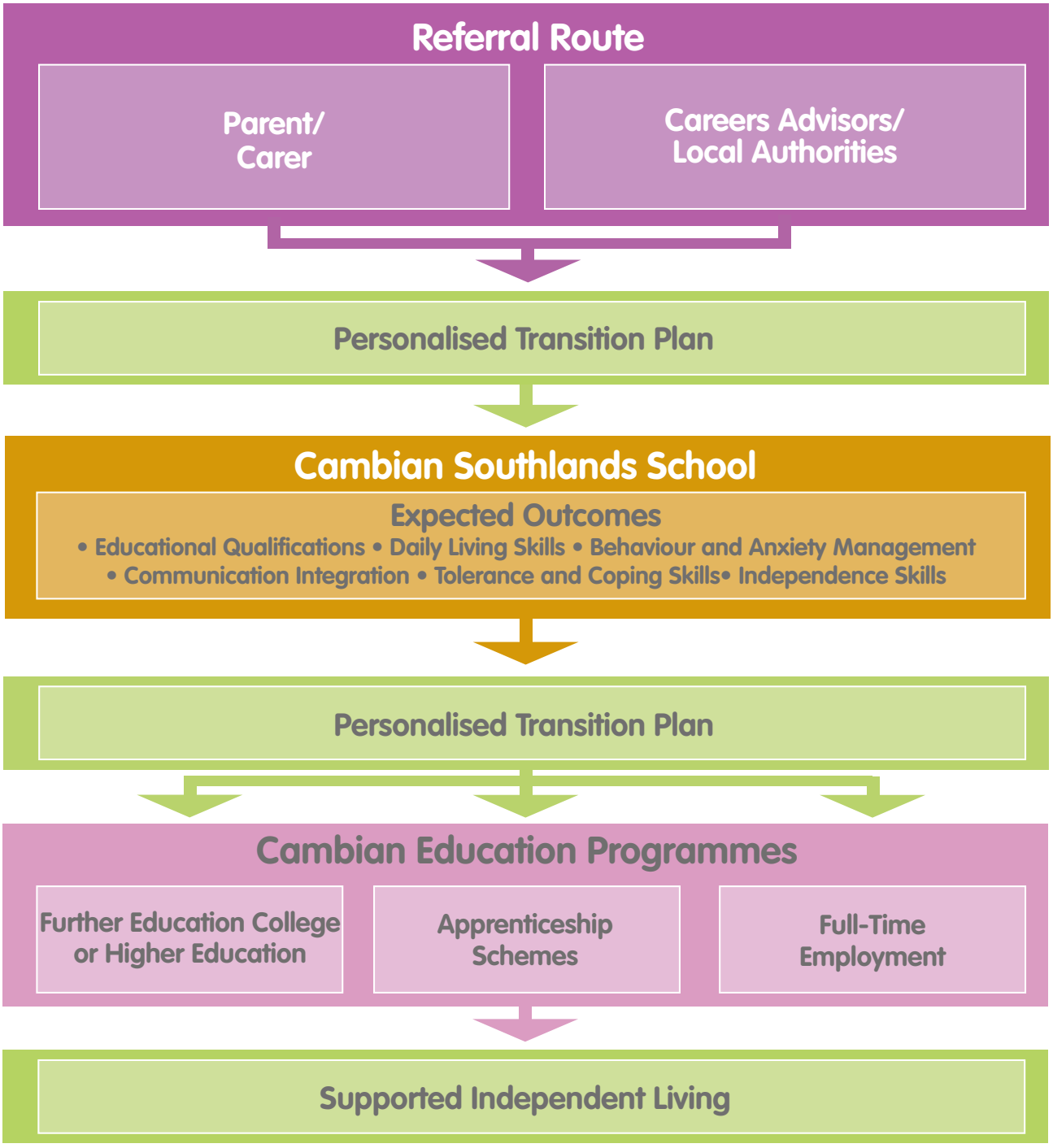
We operate an open door policy for parents, who are welcome to visit at any time. Telephone calls can be a crucial link, as well as email communication and/ or Skype. We have a firm commitment to two-way support and openness of attitude where partnership with parents is concerned, and we involve families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



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.

"Trips, visits and extra-curricular opportunities complement the school's well-designed curriculum. The school ensures that all pupils have access to these."

Ofsted Outstanding Education Report, 2025

Cambian

Southlands School

Outcomes 2026

GCSE

- 5 x Mathematics (Including 1 x Grade 4, 3x Grade 5, 1 x Grade 8)
- 2 x Further Mathematics (Including 1 x Grade 8)
- 3 x English Language (Including 1 x Grade 3, 1 x Grade 4, 1 x Grade 6)
- 4 x Science Trilogy (Including 1 x Grade 4 and 4, 1 x Grade 5 and 4)
- 2 x English Literature
- 1 x Design & Technology (Grade 8)
- 1 x Photography (Grade 4)
- 1 x Physics (Grade 8)
- 1 x Chemistry (Grade 8)
- 1 x Biology (Grade 7)
- 1 x Geography (Grade 8)

FUNCTIONAL SKILLS

- 4 x Mathematics - Level 2
- 3 x English Reading- Level 2
- 1 x English Writing - Level 2
- 1 x Mathematics - Level 1
- 5 x English Reading - Level 1
- 2 x English Writing - Level 1

AWARDS AND CERTIFICATES

- 9 x Hospitality - Entry Level 3
- 4 x AQA Step Up Maths - Entry Level 3
- 6 x AQA Step Up English - Entry Level 3
- 1 x AQA Step Up English - Entry Level 2
- 1 x AQA Basic Guitar Playing - Entry Level 2
- 1 x AQA Writing a CV - Entry Level 2
- 1 x AQA The Gym - Using Equipment - Entry Level 2
- 1 x AQA Smoking, Drugs and Alcohol Awareness - Entry Level 2
- 1 x AQA Preparing Healthy Burgers - Entry Level 2
- 1 x AQA Premier League Football - Entry Level 2
- 1 x AQA Making a Bed - Entry Level 2
- 1 x AQA Introduction to Taekwondo - Entry Level 2
- 1 x AQA Introduction to Politics - Entry Level 2
- 1 x AQA Introduction to Politics - Entry Level 1
- 1 x AQA Basic Football Skills - Entry Level 1
- 1 x AQA Introduction to Online Safety - Entry Level 1
- 1 x AQA Understanding Money and Budget - Entry Level 1
- 2 x AQA Using a Washing Machiene - Entry Level 1

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Southlands School

Outcomes 2026

AQA UNIT AWARDS (CONT.)

1 x AQA Sushi Making - Entry Level 1	1 x AQA Drugs Education and Harm Reduction - Entry Level 1	1 x AQA Listening to Music - Entry Level 1
1 x AQA Damage to Property - Entry Level 1	1 x AAQA Impact of Lying - Entry Level 1	1 x AQA Independent Travelling - Entry Level 1
1 x AQA Public Transport - Entry Level 1	1 x AQA Sexual Health - Entry Level 1	1 x AQA Social Media and Mental Health - Entry Level 1
1 x AQA Stranger Danger - Entry Level 1	1 x AQA Basic Baking Skills - Entry Level 1	1 x AQA Cleaning a Toilet - Pre-Entry level
2 x AQA individual Unit Awards - Unit Awards (1x3, 1x1)	3 x Duke of Edinburgh - Bronze Award	9 x Food and Safety - Level 2
2 x ICT BCS - Level 2	1 x IMS Office Software BCS Level 2	4 x ASDAN Cope Award - Level 1
1 x CLTH Achieve Award - Award 4	1 x CLTH Achieve Rider Award - Award 4	1 x CLTH Achieve Award- Award 3
1 x CLTH Achieve Rider Award - Award 3	1 x CLTH Achieve Award - Award 2	2 x CLTH Achieve Rider Award - Award 2
2 x CLTH Achieve Award - Award 1	2 x CLTH Achieve Rider Award - Award 1	1 x AQA Soc
1 x AQA Online Safety, Grooming Awareness - With Support - Entry Level 2	1 x AQA Discussing Immigration Occuring in Great Britain - Entry Level 2	

INTERNAL CELEBRATION DAY JULY 2026

Student A - Subject Award - Forest School	Student B - Subject Award - Sport - Primary
Student E - Subject Award - Geography	Student F - Subject Award - Engineering
Student G - Subject Award - LAMDA	Student H - Subject Award - English
Student I - Subject Award - Sport - Secondary	Student J - Subject Award - PSHA

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Southlands School

Outcomes 2026

Student K - Subject Award - History	Student L - Subject Award - Mathematics
Student M - Subject Award - Hospitality/ Cooking	Student N - Subject Award - Art
Student O - Subject Award - Science	Student P - Subject Award - ICT
Student C - Primary Special Recognition	Student D - Primary Special Recognition
Student Z - Head of Education - Primary	Student Q - Head of Education - Secondary
Student R - Head of Care	Student S - Principals Award
Student T -School Values - Kindness	Student U - School Values - Respect
Student V - School Values - Resilience	Student W - School Values - Safety
Student X - School Values - Cherish	Student Y - School Values - Growth

WORK EXPERIENCE

- Student A completed work experience helping with campervan restoration and upgrades, also filming for social media.
- Student B completed work experience with the pre prep class, in classroom and forest school.
- Student C completed work experience supporting workshops with a Drama School.
- Student D completed work experience working with the animals at an Alpacha Farm.
- Student E completed work experience pricing and researching items in a local charity shop.
- Student F completed work at the countryside trust, maintaining the garden and education workshops.
- Student G completed work experience preparing food in the kitchen.
- Student H completed work experience preparing food, serving people and tidying up.
- Student I completed work experience at Arts Sway, updating the website and creating graphics.
- Student J completed work experience at the Crown Inn, working on reception and helping in the kitchen.

Southlands School

Outcomes 2026

PERSONAL ACHIEVEMENTS

- Student A completed a LAMDA Qualification with a local Drama School.
- Student B completed Level 1 Taekwando weekly at a Local Club.
- Student C got their first belt in Karate at a Local Club.

Cambian

The Southlands Journey

Cameron started at Southlands aged 10. He had been out of education for a period of time due to his challenging behaviour and acute anxiety.

He was highly unpredictable during the initial years at Southlands; incidents included self-injurious behaviours and violent outbursts. High levels of sensory difficulties resulted in him being taught away from his year group. It was evident that he had incredibly low self-esteem and peer relationships were fractious.

He was supported 1:1 within education and care and through this additional support it enabled the team at Southlands to be flexible in their approach. Cameron began to take pride in his learning and his confidence began to flourish. Reward plans and school reports enabled him to see his progress; he would always ask his Mum to put on the fridge at home his behaviour support plan from the therapy team to show how his incidents were reducing in severity and length of time.



* Photo for illustrative purpose only. Individuals names have been changed to protect their identity.

Cameron actively took part in all that the school had to offer including the extensive therapy package, which included

• Art Therapy • Equine Therapy • Clinical Psychology

With this engagement we saw a marked improvement in Cameron's behaviour which allowed him to progress to the following:

- Representing the school at IBM due to his high levels of skill in IT
- Taster days at local colleges
- Sports Leaders L1 and L2 leading on to work experience at a local school in the PE department
- Extensive career guidance and work related learning whereby he had an extended placement at GAME in Southampton
- Taking part in Southampton Football Club training
- Overnight Tech Trip during Year 11

Cameron began to become more independent both in the community and within education. He finished Year 11 with some fantastic GCSE results which have enabled him to access an external mainstream college to undertake a BTEC L3 in Web and Games Design with the continued support of Southlands. A celebration of his success at Post 16 has been the phasing out of 1:1 support in education. He now talks frequently about his long term aspirations which include University and working. His enthusiasm is infectious; he now mentor's younger children in the school, helping them to manage their anxieties around the future.

Cameron' family just wanted him to be happy, that was their sole desire from the placement at Southlands. They have worked with and have supported the team at Southlands to make decisions enabling Cameron to have consistency both at home and at school. To see Cameron achieve fantastic academic results and to become independent is more than they ever thought was achievable. They now see that Cameron has a real future and they are very much looking forward to where the future takes him as are the team at Southlands.

Admissions



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.cambiangroup.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



Safeguarding statement

The parents of students at Southlands School should be aware that the school has a duty to afeguard 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 Hampshire Safeguarding Children's Partnership (HSCP). 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 Mr Mark Stocker and there are two Deputy Designated Safeguarding Leads DDSL'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 is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Operations Director - Education,
4th Floor, Parkview,
82 Oxford Road,
Uxbridge
UB8 1UX.
The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com