

*Give*

Hope



*Build healthy*

Relationships



# Welcome to Southway

Southway first started supporting students in **2008**.

Maybe you've heard of 'Southway', maybe you haven't; either way we want you to be clear about who we are and what we do because we have changed a lot over the years...



**Southway is an independent school that supports students that have found mainstream school challenging\***

The big 'O'




We are inspected by **Ofsted**, just like a mainstream school. Our last inspection was in July 2025. We are graded **'good' overall**.

Inspectors also confirmed we meet Independent School Standards.



We are graded good overall, but graded **'Outstanding'** for the **Personal Development** of students.

## 'Personal Development' includes:

-  All the work we do to **keep children safe** and **protect** them from harm, in school and in the community
-  The work we do to educate pupils about **living safe, and healthy lives**; making a **positive contribution to society**
-  The work we do to help pupils **take control of their lives**, and make informed decisions about their next steps

"The per  
of stude

\* Lots of students find mainstream schools difficult places to learn. That's absolutely fine. If that applies to you, then we can help.

# Some myth-busting



- ✗ Southway is not a ‘behaviour school’, whatever one of those is?!
- ✗ Southway is not a ‘PRU’ (a Pupil Referral Unit), where pupils are sent when they have been Permanently Excluded from mainstream.
- ✗ Southway is not a Special school, where pupils with specific, identified learning or physical needs go for their full-time educational offer.
- ✗ Southway is not ‘the end of the road’ for you!! (We’re a stop along the way. **We are very successful in helping most pupils return to mainstream schools.** Other pupils move onto Specialist places, if that’s what they need. **Year 11 pupils successfully transition onto their preferred Post-16 pathways**).



sonal development  
nts is exceptional”

HMI Lead Inspector, July 2025



*“Southway has changed me. Made me into a better person, made me realise I can do anything, I’ve got a future, I’ve built courage”*





**Year 11 pupil, GCSE results day 2024**



Resilience  
Multi Academy  
Trust

# Some reliable facts



-  Unless you have been permanently excluded from your school, you will remain 'on their roll' while attending Southway; you still belong to them.
-  Every class at Southway, has a minimum of two members of staff allocated to it; a teacher or Instructor and a support member of staff.
-  The maximum class size at Southway, is 10 students. The average class size is 7, so students get a lot of personalised support in the classroom.
-  Southway offers a broad and balanced curriculum that blends traditional subjects like English, maths, and science as well as enriching elements such as outdoor education, and vocational qualifications.

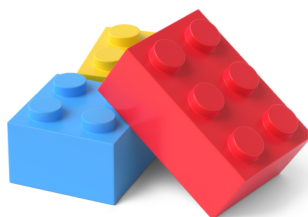
“Blown away by Lego therapy”

HMI Inspector, July 2025



Most young people that are referred to Southway, have Social, Emotional and Mental Health (SEMH) needs. They may also have experienced some trauma.

**Every student arriving at Southway is allocated a key worker and a SENDCo.**



At Southway, we use our bespoke SEMH intervention programmes to support students that need it.

# Build Healthy relationships



We will begin to build **healthy relationships** with you from day one. Most pupils make multiple, really good relationships while they attend Southway.

These relationships are healthy because they are built upon a principle of mutual respect; we recognise that respect is a two-way thing.

One thing you will notice when you're in school, is that staff very rarely raise their voices; we use relationships to communicate.

**In fact, you are more likely to see a Pangolin riding a unicycle on your way home, than to hear an adult at Southway shout!**



## What's in a Name?

**In most mainstream schools, the adults are addressed as 'Sir' or 'Miss'. At Southway, we don't use these 'titles', everyone uses their first name!**

*“Southway is a school that brings hope and confidence to its pupils, helping them to become the best they can be. Staff work hard to build strong relationships with pupils.”*

**Ofsted report, published September 2025**

# Why are you here **an**

Everybody's specific reason for coming to Southway will be different, but it's likely to include some of these:



You struggle with some of the work you have been asked to do at school, and to mask this, you do whatever it takes to get 'kicked-out' of class.



You struggle with some of the work you have been asked to do at school, and you get frustrated (usually with yourself). Your frustration and negative self-talk leads to poor behaviour choices.



You arrived at 'high school' in Year 7, but really you didn't feel ready to make the transition.



You have a diagnosed or undiagnosed Special Educational Need that requires additional support that your mainstream school is trying to help you with.



*'I have so much going on outside of school right now, school really isn't a priority for me!'*

**Somewhere along your journey, you've not been able to get the support you needed to be successful**

*"Southway is amazing. A light was switched on when my child started attending here. He wants to attend every day and the practical learning offered has increased his confidence and resilience 100%"*

**'How are we doing?' survey response, March 2024**

# and how can we help?



Sometimes life can feel like trying to swim here, right?!

**Southway**



“This is more than just a school for some of these children”

HMI Lead Inspector, July 2025

Our primary aim is to give you a solid, safe base to ‘stand on’.  
**Like a rock in the middle of stormy seas.**

We do this by getting to know you properly; understanding what you need and helping you get the best out of yourself. And once you are stood on that rock, no longer focusing on the choppy seas, you can start to make some confident, sensible and ambitious decisions about your next steps. You can have **hope** for the future!

About

# Our curriculum

## Academic



Our core curriculum includes English, mathematics, and science, taught through to GCSE

Our KS3 core curriculum also includes literacy intervention programmes



## Extended curriculum

Our extended and vocational curriculum includes Music-Technology, Art, Food and Sport taught up to Level 1 and 2 NCFE



We also deliver outdoor education and Duke of Edinburgh



# Progress at Southway

At Southway, we will support you to make academic progress. But, we recognise that ‘progress’ isn’t just about getting better results in the classroom or in exams.

People make progress all the time, in a wide variety of ways and everyone is different; progress priorities are different for everyone.

To help us identify some of the ‘non-academic’ things that you’d like to work on, we have developed some **Personal Development Indicators**, or PDIs.

We have identified 7 areas where we recognise pupils show progress or development. We call them the ‘7Cs’:

## The 7Cs

- *Competence*
- *Confidence*
- *Contribution*
- *Control*
- *Coping*
- *Connection*
- *Character*

*“The school’s personal development programme is impressive. When pupils join, they embark on a journey of self-improvement that benefits them in many ways.”*

Ofsted report, published September 2025

# Where

# Can you make progress?

## Competence

- Be able to apply a taught strategy e.g. to support self-regulation

## Character

- Positively influence others; be a role model
- Demonstrate my leadership capability
- Reduce my anti-social activities in school
- Reduce my anti-social activities in the community (beyond school)
- Reduce my involvement with the police
- Set targets for myself that show others that I understand myself
- Engage better with restorative activities when I come into conflict
- Show that I can be trusted to take responsibility

## Competence

- Be able to start a conversation and use appropriate language
- Have a clear plan for the next steps I am going to take
- Develop some healthy lifestyle habits
- improve my self-esteem; have a positive self-image
- Be ready for a college or employment interview
- Be ready to return to a mainstream school
- Talk positively about myself more often

## Contribution

- Improve my engagement in lessons
- Be more willing to share resources or equipment with others
- Be more confident about participating in group discussions
- Be more willing to help others
- Be willing to volunteer



# Where Can you make progress?

## Connection

- Improve my attendance to school
- Improve my punctuality to school and/or lessons
- Be able to work in a group
- Be able to build positive relationships with staff
- Be able to build positive relationships with other students
- Demonstrate respect for others
- Have the confidence to engage in situations I find difficult, e.g. eating lunch with other people

Use a pen or pencil to underline **between 5 and 7** targets, from any of the 7 'C' categories

## Control

- Be better at regulating myself when I 'lose it'
- Reduce my use of inappropriate language
- Be more willing to engage in the classroom and not look for reasons to escape
- Reduce the number of times I repeat the same negative behaviour
- Reduce the number of times that I lose control or act aggressively
- Improve how well I know myself; be able to ask for help when I'm struggling
- Not get drawn into the negative behaviour of other people

## Coping

- Improve the relationships with the people I live with at home
- Increase the number of hours I can manage in school (my school stamina)
- Be trusted to access offsite activities
- Reduce the number of times I feel I need to leave the classroom
- Improve my ability to manage conflict
- Reduce the number of harmful or risk-taking behaviours in school
- Increase my engagement with assessment activities including mock exams
- I don't struggle as much when plans change without notice

# Term dates 2025-26

Please check these dates carefully, as they may not always match the term dates for the school you have been referred to us from.

Holiday	School Close	School Open
Summer		<b>Tuesday 26<sup>th</sup> August 2025</b>
October Half Term	Friday 17 <sup>th</sup> October 2025	Monday 3 <sup>rd</sup> November 2025
Christmas	Friday 19 <sup>th</sup> December 2025	Monday 5 <sup>th</sup> January 2026
February Half Term	Friday 13 <sup>th</sup> February 2026	Monday 23 <sup>rd</sup> February 2026
Easter Holiday	Thursday 2 <sup>nd</sup> April 2026	Monday 20 <sup>th</sup> April 2026
May Day Bank Holiday	Friday 1 <sup>st</sup> May 2026	Tuesday 5 <sup>th</sup> May 2026
Late May Holiday	Friday 22 <sup>nd</sup> May 2026	Tuesday 26 <sup>th</sup> May 2026
Summer Half Term	Friday 12 <sup>th</sup> June 2026	Tuesday 22 <sup>nd</sup> June 2026
Summer	Friday 17 <sup>th</sup> July 2026	

## Training days

Tuesday 26<sup>th</sup> August 2025  
Monday 3<sup>rd</sup> November 2025  
Monday 20<sup>th</sup> July 2026 (disaggregated)  
Tuesday 21<sup>st</sup> July 2026 (disaggregated)  
Wednesday 22<sup>nd</sup> July 2026 (disaggregated)

