



Making Social Care
Better for People

inspection report

Residential Special School (not registered as
a Children's Home)

Hebden Green Special School

Woodford Lane West

Winsford

Cheshire

CW7 4EJ

8th & 9th March 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Hebden Green Special School

Tel No:

01606 594221

Address

Woodford Lane West, Winsford, Cheshire, CW7 4EJ

Fax No: 01606 861549**Email Address:**mrfarren@hebdengreen.
co.uk**Name of Governing body, Person or Authority responsible for the school**

Cheshire County Council

Name of Head

Mr A Farren

CSCI Classification

Residential Special School

Type of school

Maintained special

Date of last boarding welfare inspection:

16/03/04

Date of Inspection Visit		8th March 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Karen Forster	078194
Name of CSCI Inspector	2	Bernie Rigby	143868
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Not applicable	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		Not applicable	
Name of Establishment Representative at the time of inspection		Mr Andrew Farren	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Hebden Green Special School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Hebden Green Community Special School is a maintained special school for children with physical disabilities, with associated medical and sensory needs. The school is maintained by Cheshire County Council Education Services.

The school provides for children aged between two and nineteen years for educational purposes, however the residential provision only caters for children aged from eleven years. The establishment is situated in the town of Winsford in Cheshire, within a small campus of educational provision.

A different group of children use the residential facilities each evening with their peers. Care associates employed by Cheshire County Council and a school nursing team of qualified nurses staff the residential facility.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

School staff and the school nursing team jointly address the young people's health needs. The resident young people have access to balanced, varied menus, and food is served at suitable temperatures in sufficient quantities.

Young people receive care from staff that are appropriately vetted and trained in child protection. The students have access to specialist aids and adaptations to meet their needs; this equipment is suitably maintained and serviced.

School staff apply distraction and de-escalation strategies when managing young people's behaviour. The resident young people were aware of the boundaries of acceptable behaviour and the reason for the 'yellow card' behaviour management system.

The young people set personal care targets and are supported by staff to address and achieve these aims.

School staff regularly communicate with young peoples' families, and fully involve them in reviews of school care programmes.

The resident young people have access to suitably designed accommodation, which is well maintained. There are suitable staffing levels to support students in the completion of personal care.

The residential programme is consistently discussed within school governor meetings.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school must maintain evidence within school, that the two physiotherapy students resident on site have satisfactory Criminal Records Bureau clearance.

Cheshire County Council's property management or school, as appropriate, must complete the requirements of the water safety assessment.

Care staff must receive half termly (pro-rotas for part time care associates), supervision sessions, which are recorded.

The qualifications of the care staff team, should be checked against the competencies of the NVQ three in the care of children and young people.

The school should consider involving the young people in the choice of décor and bed linen, when the bedrooms are re-furnished.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Since the last inspection the school has progressed in securing the service of an independent listener for the students and has developed a policy regarding children leaving school without authority.

The local authority is completing a review of special residential education, within an agenda of inclusion for students. Whereas this review casts a degree of doubt regarding the future of the school's residential provision, the staff group and governing body remain motivated and focused on the residential task.

The leadership team and governing body are embracing the outcomes within the 'Every Child Matters' initiative. The open interactive management style of the leadership team promotes the best practice within school.

The school provides a multi-disciplinary team that addresses the needs of young people within a consistent, coherent programme of education and care.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS26	The school must ensure that school or property management complete the requirements made within the water safety assessment.	1.5.05
2	RS27	The school must ensure that evidence of the CRB clearance checks, in relation to the two physiotherapy students resident on site, is maintained in school.	1.4.05
3	RS30	The school must ensure that half termly supervision sessions (pro-rata for part-time care associates), are maintained and recorded for the care staff team.	1.7.05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS14	The school should ensure that the local authority keeps the school nursing contract under review to assess any impact of the lack of nursing team manager within the team.
2	RS24	The school should consider involving the young people in décor and bed linen choice when bedrooms are redecorated.
3	RS26	The school should check that internal risk assessments relating to young people are clearly dated.
4	RS31	The school should check the qualifications of the care staff team against the competencies of the NVQ 3 'Caring for Children and Young People'.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	NA
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	08/03/05
Time of Inspection	10.00
Duration Of Inspection (hrs.)	18
Number of Inspector Days spent on site	4

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS	<input type="text" value="5"/>
GIRLS	<input type="text" value="2"/>
TOTAL	<input type="text" value="7"/>

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

4 - Standard Exceeded	(Commendable)
3 - Standard Met	(No Shortfalls)
2 - Standard Almost Met	(Minor Shortfalls)
1 - Standard Not Met	(Major Shortfalls)

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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Hebden Green school provides copies of a school prospectus and an information booklet regarding school.

These documents reflect the whole school approach to the education of the students and clearly outline the needs of the school population and the school's links with families/ carers. The school has developed a pupil's guide, which is written in the first person providing a child centred document. The students have developed a guide to the residential service in a similar format. These documents are user friendly, include pictures and the latter presents the reader with a clear view of the service from a student's perspective.

The school has developed a new school logo, which was evident on school polo shirts, worn by students and staff, which promotes the inclusive culture of the school.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	4
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The school maintains a school council forum, which collects and debates young people's opinions regarding issues in school. The student group's proficiency in debating issues and their involvement in consultation was highly obvious during the discussion group forum convened during the inspection. There was evidence provided through verbal feedback and the head's self-assessment document, of the pupils' involvement in staff selection panels, which is good practice.

The feedback within the parental questionnaires referred to a high level of consultation and full involvement in decision making. There was evidence within review minutes that students attended their review meetings to discuss decisions affecting their school career. The students had access to the school comment/complaints procedure in a pictorial format.

The care staff team manage the residential programme each evening and designated young people stay each evening session. Therefore different children are resident each weeknight. Due to this variation the school does not operate a key care worker system; however the young people confirmed that they are able to approach any key staff with any comments or concerns.

The school has arranged for the services of an independent listener for students since the last inspection.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****3**

The staff handbook provides procedural guidance within the 'Care and Welfare' policy, regarding the intimate care of students within school.

In practice the care staff complete personal care in twos, and demonstrated a clear understanding of school policy. In general, the care and nursing staff maintained a respectful approach when entering occupied bedrooms.

The care staff who were interviewed were clear regarding the need to pass on information disclosed by students which has child protection implications and the acceptable response to the student that confidentiality can not be given in that situation.

The students' records are securely stored within the care office and the school nursing team maintain the health and medication records. The nursing team follow primary care trust's protocols regarding the administration of intrusive medical procedures.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?****3**

The students advised the inspection team that they would address any complaints to the Head and Deputy Head Teacher or the Head of Care and indicated that the issues do receive attention.

The school maintains a complaints policy as required, which refers to a response from school within twenty-eight days. A responding parent advised that they had made a complaint to school, which had been satisfactorily addressed.

The copy of the procedure for students is presented in symbols, which promotes access by the students.

Number of complaints about care at the school recorded over last 12 months:

0

Number of above complaints substantiated:

0

Number of complaints received by CSCI about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

The school maintains a copy of the local authority's child protection policy handbook for reference. The internal child protection policy, dated September 2003, is comprehensive and clearly written.

Written advice regarding the procedure for any internal complaints against the head teacher, which would be considered by the governing body was included within the complaints policy. The care staff members who were interviewed, were all clear regarding the identity of the child protection co-ordinators in school. The assistant head teachers take this responsibility, with a designated co-ordinator for senior and lower school.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)
The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	3
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The school maintains a policy regarding bullying which is clear and covers the categories of bullying and support provided to victims. The policy is dated September 2003.
 The students advised the inspection team that bullying is not an issue in school currently.
 The information regarding bullying was collected during a group discussion with students, rather than the circulation of individual student questionnaires. Therefore there is no accurate evidence for the statistic below.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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Standard 7 (7.1 - 7.7)
All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	3
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The head teacher is fully aware of the incidents that require notification to the relevant authorities. The responding parents advised the inspection team that they are notified accordingly.
 During the inspection there was evidence of written records and verbal exchanges between parents, school support staff, the nursing team and the care staff team with respect to significant incidents involving each young person.
 The school personnel complete incident/accident reports when required. These documents are copied to the assistant Head Teachers, which keeps the school leadership team well informed.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

- | | |
|--|---|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>Each student's end of year report contains details of the number of episodes where the young person has not attended school. The management team monitor such absences and check information out with parents.</p> <p>The school has developed an absent from school without authority procedure, which would be used when students are at school and leave the premises without permission. The policy was clearly written. There were no recorded incidents of this nature.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	3
<p>The school staff maintain clear expectations of individual behaviour and consistent boundaries are provided for the students.</p> <p>The school adopts an ethos of reinforcement with the use of positive feedback to the students.</p> <p>The staff group operate as a close team where peer support is available and utilised.</p> <p>The staff members treated each child with respect and the students were respectful of their peers and were aware of each others' privacy.</p>		

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence	Standard met?	3
<p>Permitted sanctions are recorded within the prospectus and the pupil behaviour and discipline policy within the staff handbook. The staff handbook records the sanctions that are prohibited for use in school.</p> <p>The senior care staff record any sanction within individual daily records for the students and pass on information to parents.</p> <p>The interviewed members of the care staff team were familiar with de-escalation and distraction techniques and personal safety for students and carers. The whole school policy of behaviour management was discussed at the meeting with the students, the group were aware of the 'coloured card' system, where a yellow card is issued to a student presenting with persistent behaviour issues, alongside an explanation. Progress with personal behaviour management results in the return of the 'yellow card'.</p>		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
<p>Due to the flexible boarding arrangements young people have opportunities to visit the residential area prior to the completion of the first over night stay. The head of the care then completes an information form with the parents, which relates to individual strengths and needs. The school nursing team request written information from parents regarding medication and a written agreement for emergency treatment agreement. The provision of the student guide to the residential service is a helpful element within the admission process. The students complete transition meetings after their fourteenth birthday to plan for the end of their school career. A member of the senior care staff team attends review meetings. The Connexions service is heavily involved with the prospective leavers to identify possible occupation or further education opportunities.</p>		

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

An individual management plan for each student provides information for carers including specialist advice regarding physiotherapy, speech and language and health needs. This promotes the sharing of information with all relevant personnel and helps staff to provide a consistent environment for the students.

The Head of Care presents a care report to the governing body at each of their meetings. The school has facilitated the development of a group of parents who are interested in the county's review of residential provision within the education directorate. It is only fair to say that where there remains some doubt regarding the future of the school's residential provision, the staff group and governing body remain motivated and focused on the residential task.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

4

The school provides a range of activities for the students both within the residential area or within the main school. Group activities are available within a programme of clubs provided by the school staff or facilitated by sports coaches from Vale Royal sports and leisure services. The school council had implemented a change to the provision of activity clubs to facilitate extra free time for students, only one school club is currently provided after school instead of two. The students had access to books, jigsaws, musical, computer, pool and television facilities within their free time.

The students highlighted their contact with friends as one of the most beneficial parts of staying at school. The students also advised the inspector that they liked the clubs on offer and found the sports club very positive. The deputy head teacher rotates the sports club programme to enable young people who stay on certain nights to access all opportunities.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

3

The resident students receive a nursing service from a school nursing team employed by the local primary care trust. The nursing team is complemented with qualified nurses and nursing assistants. A nursing officer works waking nights along side a care associate. This team work to protocols supplied by the primary care trust. The qualified team members complete all intrusive medical activities and administer medication to day and resident students. The current qualified school nursing team members are covering the duties of a team manager and reporting to the trust's headquarters in Nantwich. Feedback from the school Doctor and a member of the nursing team indicated that the lack of a permanent team manager, leaves a gap in the support provided to the nursing team (see advisory recommendation 1).

The school provides an office and treatment room for the nursing team. A school General Practitioner visits the school to oversee the immediate health issues of students his practice provides an emergency out of hours service to school.

Sufficient stocks of personal medicines for the school term are requested from the parents. Upon receipt the nursing team record the amount received. Any returned medication is recorded.

All prescribed medicines are documented on an administration card signed by a doctor, which includes the directions for use. Details of non-prescribed medication are recorded on a parental consent form, which has space for recording administration.

The medication is stored securely within two trolleys, which themselves are secured to the wall within the treatment room or the care staff office at night.

The nursing team maintain nursing records, which includes any nursing intervention and action in respect to individual students.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence	Standard met?	3
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Breakfast, lunch and evening meals are prepared within the school kitchen and served within the residential lounge areas. Supper is prepared and eaten within the lounge areas. All of the observed meal times were sociable and interactive sessions. The young people receive support to eat if required and suitable specialist eating aids are provided.

The students' council had decided to change the menu system to a programme of one main meal and a lighter option, such as jacket potatoes.

The local environmental health officer has assessed the kitchen area as satisfactory. The chosen meals are maintained at a suitable temperature within a heated trolley before being served to the students.

The lounge/dining rooms are well furnished in a domestic style. Space allows for the circulation of wheelchairs and individual trays are fitted to chairs for meal times in some cases.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

The students complete flexible boarding programmes, therefore sufficient personal clothing is provided from home for the boarding session. It was evident during the morning of the inspection that the care staff had supported individuals in dressing and provided personal care where needed. The staff group promote interaction with each student by gaining eye contact and positioning themselves at the students' height.

Staff members had attended to wheelchairs where needed to ensure suitability for use and electrical chairs were charged.

The families of the resident children provide supplies of continence products and personal toiletries. School does maintain some supplies of toiletries to supplement where required

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	3
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The senior care team provide an individual educational care plan for each of the students within the residential programme. The content is discussed within the fortnightly care staff meetings and any changes are shared during shifts or at the staff meeting.

The students choose their own targets, which were recorded within the residential area. There was evidence that these targets were reviewed and reset when reached, which is good practice. Copies of personal risk assessments were maintained within the residential area, a small number of these documents did not include a date, this issue has been reported upon under standard 26.

The head of care attends the annual statement review for full time resident students, to present the care staff's review report.

Due to the flexible boarding arrangements the school does not maintain a key worker system.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

The individual pupil records are securely stored within the school office. The files are well maintained and legibly presented.

Copies of completed incident and accident forms are securely maintained within the school office, the Assistant Head Teachers maintain duplicate copies of these records to monitor the incidents within school.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The school maintains all of the records as listed within the standard. The visitors record is complete and identification badges are provided.

The school maintain a helpful list of on-call staff members for night staff reference. The school maintain a record of care staff cover during sickness, this record indicated that agency staff members had covered two waking night shifts.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

3

The contact details of a young person who is looked after by corporate parenting arrangements, are clearly recorded and known to the care staff team.

The school provides a pay telephone, which was operational at the time of the inspection. The students advised the inspector that mobile telephones although not allowed in class, can be used within the residential group.

The ten responding parents detailed that they are made to feel welcome in school and can meet their child and staff in private if required. The students advised the inspector that parents do telephone into the residential unit and can speak to individuals.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

3

At the time of the inspection there was one resident young person with a looked after status, who was approaching the end of their school career. There was evidence from verbal exchanges and written records that a college placement had been identified for the end of the academic year, with the full involvement of the young person.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

4

The school has secured the services of an independent listener, who works alongside the resident and day children. The deputy head teacher is completing a study programme related to counselling, which will inform her interactions with individual students. The two assistant head teachers hold pastoral roles, designated for the senior or junior school. There was evidence within records and discussion with the governor responsible, that the visiting standard 33 governor includes discussion with the student group, within her visit. The head of care, senior care associate and the care staff team demonstrated a clear understanding of individual strengths and needs. The students confirmed that they are able to approach any chosen member of staff for advice. Trained professionals provided by the local primary healthcare trust implement the physiotherapy/hydrotherapy, school nursing and speech and language programmes provided within school.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school building is ground floor and suitably designed for use by wheelchair users. A wheelchair store is provided within school for chair repairs and spares.

The school site includes staff accommodation, which is used for senior staff completing sleep in duties and a 'parents house' for school visitors. A neuro-muscular centre for young adults is provided on site.

The local fire safety and environmental health departments have inspected the premises and found them to be satisfactory.

The maintenance officer has responsibility for the over view of the swimming pool, staff have received training in the upkeep of the pool and access is only given when swimming sessions are booked.

The gate into the school grounds is secured during the evening and access is only given to staff with key fobs. The main entrance to school is fitted with a restricted access facility where visitors are given access by staff members.

A number of the bedroom areas are fitted with tracking facilities for moving and handling purposes, mobile hoists are also utilised. Adequate space is provided within bedrooms for transfer purposes. The bedrooms are equipped with specialist beds and personally assessed soft seating is provided within the lounge for individuals.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence**Standard met?**

3

The residential area includes three lounge areas of different sizes, two of which are utilised as lounge/dining areas. Small kitchen areas are provided within these lounges. The crockery and cutlery used at meal times are returned to the kitchen for washing.

A maximum of eighteen residential places are provided within five three bedded areas, a double room and one single room. The residential department was designed to accommodate twenty students, but a double bedroom has been redesigned as a music/pool room, at the request of the students. Screening is utilised within the shared bedrooms for privacy whilst dressing.

The children are accommodated each night according to their age therefore they are sharing rooms with their peers. Separate provision is maintained for male and female students.

Personal storage space is provided within the bedrooms and secure storage for valuables is available within the care office if required. A degree of personalisation is in evidence, which reflects the flexible boarding programme completed by different students. During the premises tour and student discussion, feedback was collected regarding the student's negative view of the neutral paintwork provided throughout the residential area and the provision of identical duvet covers (see advisory recommendation 2).

The corridors within the residential department were brightly decorated with child centred displays.

The school provides a laundry facility where linen is laundered. The bedding and soft furnishings in use during the inspection were clean and well maintained. Beds in use are changed after every night.

The lighting and heating are maintained at comfortable levels throughout the residential areas.

The mobile hoists utilised are serviced up to date and staff have received instruction in their use. The tracking systems are also serviced and two staff operate the system having received appropriate training.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

4

The rooms occupied during the inspection provided access to en-suite facilities, apart from a single bedroom, where the bathroom was being used for equipment storage.

The number of toilets and bathing facilities exceeds the minimum standard and these areas were fitted with over-ridable locking facilities, which promotes the privacy afforded to students using the facilities. All of the inspected facilities were clean and suitable for use. A further single toilet facility is provided within the residential reception area for student use.

The sleep-in-staff have access to staff facilities within the duty houses and day staff use the toilets within the main school building.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence

Standard met?

2

The programme of safety checks on school gas and electrical installations and appliances are all up to date. The boiler has been serviced at the required level.

The radiators within the residential area are all protected to provide a safe surface temperature.

The school had arranged for a water safety assessment to overhaul the water storage and supply facilities. An engineers report was in evidence, which highlighted action items. The school caretaker had addressed certain items from this report, including regular checks on showerheads. Remaining action items within the report, including servicing of mixer valves, were in need of completion (see recommended action 1). The temperature of the hot water supplied from outlets at the time of the inspection, was maintained at a safe level for students' use.

The school made use of a people carrier vehicle, which could accommodate one wheelchair user, and a number of seated passengers. There was documented evidence that this vehicle was well maintained and adequately insured. The swimming pool was secured when not in use. The school's fire logbook is updated regularly with records of all the required checks.

The residential staff had access to copies of personal risk assessments, in relation to the individual students. A small number of these documents were not dated (see advisory recommendation 3).

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

The school's personnel administrator instigates and records the required personnel checks. The personnel records that were inspected were well maintained and securely stored. The school is fully aware of the CRB requirements for newly appointed care staff. The personnel records for newly appointed care staff, contained evidence of the receipt of two verified references and a criminal background check.

The school site includes a 'parents house'. At the time of the inspection, two physiotherapy students on placement within the school were using this accommodation. There was no evidence maintained of the CRB clearance in relation to these individuals (see recommended action 2).

Total number of care staff:

11

Number of care staff who left in last 12 months:

2

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The school has developed a staffing policy document. The care staff ratio is enhanced with the nursing staff on duty during the early evening and nocturnally. Night time care levels equate to two waking staff members and two school staff members on sleep in duties on site. As the bedrooms are situated along one corridor the young people can readily summon help throughout the night. The resident students were aware that the night staff checked each bedroom at fifteen minute intervals throughout the night.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

Newly appointed care staff members receive an information booklet for their reference. A newly appointed staff member advised the inspector that the induction programme was very informative and senior staff were always approachable. The staff member confirmed that they had received access to the school policy documents. A record of management discussions with the staff member was included within the residential records.

The school inset programme provides training for the whole staff group and care staff members value the input received to date and the opportunity to interact with the teaching staff team.

The residential records included accounts of annual support meetings between members of the leadership team and each member of the care staff team.

The weekly care staff meeting includes general training input alongside the business matters. The interviewed care staff value this input and receive relevant instruction and advice.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?**

2

The school staff are very clear regarding accountability towards the senior management team. Staff members advised the inspection team that they feel well supported and can raise issues with senior staff at any time. The interviewed members of care staff felt that the level of peer support is very positive and that the senior care associate and Head of Care operate a 'hands on' approach, as they work alongside the care associates.

Residential records included written accounts of meetings between senior care staff and new care associates on induction. There was written evidence of annual support meetings for the care staff team, which linked in with their personal training and development plans. There was no evidence of half termly formal supervision sessions for care staff members (see recommended action 3). The proposal of pro-rata sessions for part time care staff had been put forward by the leadership team during the 2004 inspection and had been accepted by the inspector.

The policy document covers all of the recommended policies as listed within appendix three of the standards.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

The school's child care supervisor has a wealth of experience within the field of residential child-care. The present post holder holds a qualification, which equates to NVQ level four. The senior child-care associate is qualified to NVQ level three in early years. A number of the care staff team hold NVQ level three qualifications, although these have been included within the percentage figure below, it is recommended that the school check with a training agency that these programmes reflect the competencies of a NVQ three in the 'Care of Children and Young People' (see advisory recommendation 4). The full time care associate team operate within a split shift system where they are working a short morning shift and then return to work the late afternoon and evening.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

60 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

3

The deputy head teacher completes the monitoring of school records and evidence is available of the record checks, which meets the standard. The Head of Care reports progress within the residential programme at the governors' meetings. There was evidence provided through discussion with the leadership team that the current Head Teacher is appraised through a performance management system, which involves designated members of the governing body. A senior advisor from the local authority completes monitoring visits to school, to check on leadership and outcomes for students.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence

Standard met?

3

A representative of the governing body has completed termly monitoring visits, which are recorded in school. The report format is helpful and informative.

The chair of governors at Hebden Green maintains close contact with the school and the resident students and staff group were observed to be comfortable with the governing body representatives.

It is only fair to say that where there remains some doubt regarding the future of the school's residential provision, the staff group and governing body remain motivated and focused on the residential task.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

A lay assessor was not involved in this inspection.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on March 8th and 9th 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

- With regard to advisory recommendation, Standard 24, pupils were previously involved in appropriate choice making and it would be our intent to involve them again. Also, please bear in mind the report's positive evaluation of the strength of pupil involvement in school life generally and the other, and previous, positive comments about "appropriate personalisation reflecting a flexible boarding programme." Also please note that colour schemes were selected with regard to such factors as visual impairment, via consultants, a point positively commented upon by Ofsted in 2001.
- With regard to Standard 30, the report did not raise this issue within advisory recommendations or recommended actions last year and we did not include it within our action plan (for good reasons) and this was not questioned by the inspector.
- With regard to Standard 27, the regarding from 3 to 2 on the basis of one issue seems to the school team to show unwarranted disregard for the overall very effective arrangements which are commented upon extremely positively in the report.
- Generally, the school team does not understand why some evaluations remain at 3 when we believe they should be 4. We do not think that the rationale for a standard being graded 3 or 4 is sufficiently transparent. It leaves us feeling "what does it take, and why can no-one tell us clearly".
- Underpinning our involvement in this inspection process, is our continued commitment to high standards and further improvement.

Andrew Farren
Headteacher: Hebden Green School
23.3.05

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary	<input type="checkbox"/> YES
Comments were received from the provider	<input type="checkbox"/> YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/> YES
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 12 April 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/> YES
Action plan was received at the point of publication	<input type="checkbox"/> YES
Action plan covers all the statutory requirements in a timely fashion	<input type="checkbox"/> YES
Action plan did not cover all the statutory requirements and required further discussion	<input type="checkbox"/>
Provider has declined to provide an action plan	<input type="checkbox"/>
Other:	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Andrew Farren of Hebden Green School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 8 and 9 March 2005 and that I agree with the recommended actions made and will seek to comply with these. (But please note comments within Head's response section).

Print Name Andrew Farren
Signature _____
Designation Headteacher
Date 23.3.05

Or

D.3.2 I Andrew Farren of Hebden Green School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 8 and 9 March 2005 for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

Commission for Social Care Inspection

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