



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Treloar School**

**Froyle  
Alton  
Hampshire  
GU34 4LA**

*Lead Inspector*  
**Brian McQuoid**

*Announced Inspection*  
**23rd January 2006      10:00**

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

**Name of school** Treloar School

**Address** Froyle  
Alton  
Hampshire  
GU34 4LA

**Telephone number** 01420 526400

**Fax number**

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Treloar Trust

**Name of Head** Mr Neil Clark

**Name of Head of Care** Ms Jane Headford

**Age range of residential  
pupils** 7 to 16 years

**Date of last welfare  
inspection** 09/02/05

**Brief Description of the School:**

Treloar School is a non-maintained special school, approved by the Department of Education and Skills for the care and education of young people aged 5-16 with physical disabilities. Students attend the school from all over Britain and sometimes abroad. The students are accommodated in five separate boarding houses or attend on a daily basis. The school site is extensive, and there is a wide range of facilities which all students are able to access. The school has a medical centre staffed 24 hours a day and medical professionals also visit the school. The school has a team of therapists providing services for students that include physiotherapy, occupational therapy and speech and language. There are also rehabilitation engineers, caterers and a transport department on site.

The school prides itself on enabling students to achieve the highest levels of academic success, independence and self-advocacy.

# SUMMARY

This is an overview of what the inspector found during the inspection.

The inspection was announced and took place over two days during the school week. Questionnaires from students, parents, placing authorities and staff at the school were received and looked at prior to the inspection. A nursing inspector from the Commission inspected the medical centre during the first day. Some staff in key positions were met with during the inspection, including the Head of Care, and a number of duty staff were also spoken to. Two separate groups of students met with the inspector who also joined students for some meals and was shown around three of the boarding houses by students. The inspector also attended a meeting of the school's student council. Relevant paperwork was also looked at during the inspection including risk-assessments and plans in place for individual students.

## **What the school does well:**

The school is extremely good at providing an environment for students within which they feel safe, where they feel listened to by staff caring for them and where they can express their views. The individual needs of students are very well addressed, there is very good individual support for students from all departments within the school who work well together in enabling students to maximise their independence. Health care provision at the school is very good. There is very good access to facilities across the site for students and the purpose-built boarding houses provide excellent accommodation. The school has a very experienced management team, staff are very well supported and provided with training enabling them to meet the needs of individual students very well.

## **What has improved since the last inspection?**

The school continues to improve the number of staff undertaking their NVQ's and have increased the number of assessors on the staff group. The frequency of staff supervision has improved and there is an initiative to recruit more bank

staff. The school achieved the 'Healthy Schools Award' during the course of the inspection.

### **What they could do better:**

The school should ensure that no staff commence employment prior to CRB checks having been undertaken.

Medication transportation practice could improve to enhance safety such as to prevent loss and spillage, allow nurses to attend to any sudden needs of individuals. Medication records should be signed after administration of each individual's medication.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

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Staying Safe

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Making a Positive Contribution

Achieving Economic Wellbeing

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# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## JUDGEMENT – we looked at outcomes for the following standard(s):

### 14.

The school provides a healthy environment for students within which their individual health care needs are identified and addressed appropriately. Medication is not securely carried, is not recorded on medication charts to confirm administration and both these practices puts individuals at risk.

## EVIDENCE:

The school has a medical centre with eight beds that is staffed 24 hours a day by qualified nurses. The health care needs of students were seen to be identified and recorded with plans in place for individual students detailing how their needs were to be addressed. Students with more acute needs have individual nursing plans drawn up when necessary and the centre is able to provide postoperative care for students. There are policies in place for the administration of medication and the senior nurse confirmed that care staff receive relevant training for the administration of invasive care procedures. Medication was seen to be decanted into pots with lids, labelled with persons name, then carried on a tray to the dining room for administration. The medication chart was signed prior to administration.

The school doctors visit twice a week and students confirmed having a choice of who they see. Parental consents for the administration of medication were seen to be in place.

Within the school there are a range of disciplines working together to address the health needs of students. These include nurses, physiotherapists, occupational therapists, speech and language therapists, counsellors, a dietician and a psychotherapist. In addition the school have access to a Specialist Educational Psychologist and there is a rehabilitation department on site who address the mobility and communication needs of individual students. There are termly multi-disciplinary meetings and systems in place that facilitate communication between different departments. Care staff described having good communication with other departments within the school and reported that identified nurses are linked with individual boarding houses and attend weekly care staff meetings.

The school encourages healthy eating and has achieved the national 'Healthy School's Award'. The school's Personal and Social Education programme was seen to cover the issues of drugs, alcohol, smoking , and sex and relationship education.

# Staying Safe

## The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

## JUDGEMENT – we looked at outcomes for the following standard(s):

### **3, 4, 5, 6, 10, 26 and 27.**

The school provides a safe and secure physical environment for students within which their welfare is appropriately protected and their privacy respected. The school's recruitment procedures do not currently comply fully with the National Minimum Standards, however DfES guidance is being followed.

## **EVIDENCE:**

Privacy and confidentiality are topics covered during the staff induction programme and those staff spoken with were aware of what constituted good practice in these areas. Students reported staff to be respectful of their privacy and also confirmed being able to make and receive telephone calls in private and send e-mails. Confidential helpline numbers are displayed by student telephones. Staff were aware of the need to be sensitive to gender issues and students confirmed that they were. There are clear guidelines in place for the

provision of personal care for individual students and staff confirmed receiving training in this area.

Students reported being able to approach staff with any concern they might have and being aware also of how to make a complaint if they needed to. Details of the complaints procedures are provided for students and their parents and include contact information for the Commission. The school maintains a record of complaints received that is monitored by the school's head and those complaints logged were seen to have been addressed appropriately. The school provides information for students and their families about how to secure access to an independent advocate.

Staff spoken with displayed an awareness of the school's child protection reporting procedures and were clear about how they would respond to any child protection concerns they might have. The school's child protection policy and procedures are easily accessible and staff reported receiving training on child protection as part of their induction programme and on an annual basis thereafter. The school's student support manager is the nominated child protection liaison officer and has undertaken training relevant to the role. There are clear records maintained by the school in relation to child protection concerns and detailed outcomes of any incidents referred to Social Services with evidence of procedures having been followed. The school does have a whistle-blowing policy and staff reported that incidents of poor practice are challenged and addressed. Students overwhelmingly reported feeling safe at the school and that it was a good place to live. They also confirmed receiving information and guidance from staff on how to keep themselves safe.

Anti-bullying posters are displayed around the school site and there is a bullying policy in place with clear procedures for dealing with any incidents of bullying that occur. Students reported that some incidents of bullying do occur but that they are rare and that staff deal with them effectively when they do happen. Students confirmed feeling safe at the school and there was no evidence of any bullying seen during the inspection. There was however clear evidence during the inspection of students observed being extremely supportive of one another. Pre-inspection questionnaires and discussions with student groups also showed how well students relate to one another.

Students reported being aware of the school's expectations in terms of their behaviour and said that staff treated them fairly. There are supporting policies and procedures in place for the management of behaviour and records of sanctions were seen to be being maintained in boarding houses. Students reported feeling that the sanctions imposed by staff were appropriate and also that the school encourage them to develop an awareness of their rights and responsibilities.

The school has a Health and Safety Committee that meets on a termly basis and there are supporting policies and procedures in relation to health and safety. The minutes of the committee meetings were viewed and seen to

address areas of concern with identified action detailed. Evidence was seen on the school site of action having been taken to improve the safety of students. Evidence was seen of the school's boilers, electrical and fire safety equipment being regularly tested and there is a process in place for implementing and reviewing risk-assessments of the school premises and grounds and individual students and their activities. The school evaluates termly accident statistics and risk-assessments were seen to be revised as a result when necessary. Specialist equipment is used within the school and there are arrangements in place for regular maintenance and for the circulation of warning notices from the Medical Devices Agency.

The school had been subject to an inspection by the Fire Authority during October 2005 and an action plan was in place to address the recommendations made. Students reported being aware of the fire evacuation procedures and confirmed that practice evacuations are carried out regularly. The school has a Critical Incident Plan in place and the inspector was informed that it was to be tested during the week of the inspection.

It was a recommendation of the previous CSCI inspection report that the school did not allow newly appointed staff to commence employment prior to their CRB checks having been received. The inspector was informed that the school had been complying with this recommendation but that they were not currently doing so because some CRB checks were taking an inordinate time to be processed. Guidance had been sought from the DfES in relation to this and the school were currently operating to DfES guidelines with newly appointed staff whose CRB check had not been received not having unsupervised access to students until their CRB checks had been received. Recruitment files sampled showed all other elements of the recruitment process to be carried out including evidence of Police checks on staff from overseas.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## JUDGEMENT – we looked at outcomes for the following standard(s):

### 12 and 22.

There is very good communication and collaboration between departments within the school and staff within the boarding provision contribute effectively to students education. The school provides excellent individual support for students according to their needs.

## EVIDENCE:

Care staff reported via pre-inspection questionnaires and discussions during the inspection that all of the different departments within the school work together extremely well and described having excellent means of communication enabling them to do so. Representatives from other departments routinely attend weekly care staff meetings and there are termly multi disciplinary meetings where representatives from all departments attend. Care staff were aware of targets set for individual students, some of which were educational and the details of which were available in boarding houses as part of the care planning process. Students at the school are not routinely set homework but students undertaking exams reported doing some studying in the boarding houses and being supported by care staff when necessary. There is access to a computer for students in the boarding houses. Care staff also reported that on occasions when necessary they have provided support for individual students within the classroom setting. Input into students annual reviews from the care staff is provided in reports produced by care-coordinators and copies of these were seen on case files. One student spoken to described how care staff in their boarding house were helping them to prepare for independent living by supporting him in learning how to use a washing machine.

Multi-disciplinary assessments were seen to be in place for individual students and to identify areas of need. Individual plans addressing the identified areas

of need were also seen and found to be comprehensive and detailed in nature. The areas covered included Education, Health Care, Therapy Programmes, Care, Handling, and in several cases Diet where individual menus had been drawn up for some students. Students spoken to confirmed that the school provides them with every opportunity to maximise their independence and that they receive very good levels of individual support from various departments within the school that enables them to achieve this. Students also reported having a variety of staff that they could approach with personal or welfare concerns.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

## JUDGEMENT – we looked at outcomes for the following standard(s):

### 2, 17 and 20.

The school is extremely good at consulting with children and enabling them to express their views. There are very good systems in place for assessing the needs of students and for drawing up plans to address them. Students are able to maintain contact with their parents and families with appropriate levels of support provided when necessary.

## EVIDENCE:

Pre-inspection questionnaires received from students provided clear and overwhelming evidence that the school provide frequent opportunities for students to express their views and that students feel 'listened to'. This was further evidenced during the inspection in the meetings held with student groups, when attending a meeting of the 'Student Council' and during informal conversations with students at mealtimes. The student council meeting and the student groups who met with the inspector included non-verbal students who were able to express their views by electronic means or with the assistance of staff and fellow students. Students confirmed that they have regular meetings within boarding houses, that the student council meets regularly and is considered to operate effectively, and that they can talk to individual members of staff. Students also reported being able to contribute to their reviews and being routinely consulted about important aspects of their individual care.



All students at the school are subject to multi-disciplinary assessment of their needs with written plans drawn up identifying how their needs are to be addressed. These plans were seen to be easily accessible to staff and to be detailed in nature. They covered all aspects of identified need and included risk-assessments where necessary. Individual students are discussed on a weekly basis at staff meetings and individual plans reviewed and revised if necessary. The plans for one student including the handling profile and risk assessment were seen to have been revised because of the student having undergone an operation. Individual Placement Schedules comprising a signed contract between the placing authority and the school were seen to be in place and individual case files showed annual reviews being held with contributions from the school, the student and parents in evidence.

Students confirmed in pre-inspection questionnaires and in discussion with the inspector that they are encouraged and able to maintain contact with their parents and families while at the school. A number of students reported going home regularly at weekends. Boarding houses were all seen to provide access to a telephone for students. Pre-inspection questionnaires from parents were overwhelmingly positive about their visits to the school and their interaction with staff, saying they are made to feel welcome and being able to meet with their child in private.

## **Achieving Economic Wellbeing**

**The intended outcomes for these standards are:**

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

**JUDGEMENT – we looked at outcomes for the following standard(s):**

**No standards under this heading were assessed during the inspection.**

**EVIDENCE:**

# Management

## The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

## JUDGEMENT – we looked at outcomes for the following standard(s):

### 31.

The school is well managed with clear structures in place that enable effective childcare to be provided by a well trained and extremely competent staff group.

## EVIDENCE:

All boarding houses at the school have care managers in post that are overseen by the student support manager who has responsibility for the welfare provision of boarders. All care managers and the student support manager have substantial relevant experience of working in the school and two of the care managers have professional qualifications relevant to working with children. The student support manager undertakes formal supervision of the care managers on a regular basis and all attend weekly meetings that focus primarily on the welfare of students. The school provide all care staff with the

opportunity to undertake training at NVQ level and there are a number of qualified assessors and verifiers on the school's staff group. It is an expectation of the school that all care managers undertake NVQ assessor training and the inspector was informed that the school is seeking to be able to provide in-house training for NVQ assessors and verifiers. There are a number of care staff who have achieved the NVQ Level 3 qualification but the school falls short of the 80% figure required by the standards. Staff reported that their rotas allowed sufficient time for them to attend staff meetings, receive supervision and complete paperwork tasks such as completing reports for student reviews.

No students at the school are given responsibility over other students. The school has a 'Critical Incident Plan' in place and it was due to be tested during the week of the inspection. There had been no major incidents or crises at the school since the last inspection.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	2
<b>15</b>	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	4
<b>6</b>	4
<b>7</b>	X
<b>8</b>	X
<b>10</b>	3
<b>26</b>	4
<b>27</b>	2

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	X
<b>22</b>	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>9</b>	X
<b>11</b>	X
<b>17</b>	3
<b>20</b>	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	X
<b>24</b>	X
<b>25</b>	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	X
<b>18</b>	X
<b>19</b>	X
<b>28</b>	X
<b>29</b>	X
<b>30</b>	X
<b>31</b>	2
<b>32</b>	X
<b>33</b>	X

YES

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS27	That newly appointed staff do not commence employment at the school until satisfactory completion of their CRB check.	
2	RS14	Medication should be transported safely, that prevents spillage or loss at anytime. Once administered each medication chart should be signed.	

## **Commission for Social Care Inspection**

Hampshire Office  
4th Floor Overline House  
Blechynden Terrace  
Southampton  
SO15 1GW

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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