



Making Social Care
Better for People

inspection report

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

Ingfield Manor School

Five Oaks

Billingshurst

West Sussex

RH14 9AX

22nd October 2002 6th and 7th November
2002

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**

Ingfield Manor School

AddressIngfield Manor School, Five Oaks, Billingshurst, West
Sussex, RH14 9AX**Tel No:**

01403 782294

Fax No:

01403 785066

Email Address:**Name of Governing body, Person or Authority responsible for the school**

SCOPE

Name of Head

Mr Christopher Jay

NCSC Classification

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection:22nd June 2000

Date and Time of Inspection Visit	06.11.02-07.11.02 09.30	ID Code
Name of NCSC Inspector(s)	Mrs J Chandler Mrs S Rodgers	
Name of Boarding Sector Specialist Inspector (if applicable):	N/A	
Name of Lay Assessor (if applicable)	N/A	
Name of any Signer or Interpreter	N/A	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (ie 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 NCSC in respect of Ingfield Manor 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

This report is a public document.

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

Ingfield Manor is a day and boarding Residential Special School for children between the ages of four to eleven years. Ingfield Manor provides an educational service to develop the abilities of children and young people with cerebral palsy through Conductive Education. The school is part of SCOPE and has a long association with Peto Institute in Budapest.

Ingfield Manor is situated in Five Oaks near Billingshurst in the heart of the countryside.

Mr C Jay is the headmaster in charge of the day to day running of the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The level of communication between parents, staff and between children and staff extremely professional at all times. Inspectors found evidence that the needs of each child are paramount and staff member were observed to work together in a seamless way.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school are revising policies with regard to the privacy and dignity of children when receiving personal care. The inspector looks forward to reviewing the progress and development of this at the next inspection.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Inspectors were impressed with the level of preparation the headmaster and his team undertook prior to the inspection. All staff with responsibility for ensuring the National Minimum Standards for Residential Special Schools are implemented, were extremely positive with inspectors and welcomed the advice they were given. Inspectors were made very welcome by all staff throughout the inspection.

The minor recommendations from this inspection reflect the high quality service being provided.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan is shown in Part D of this report.

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	Time scale for action
1	RS4	When the Brochure and /or Parents Handbook is revised details should be included explaining how parents and children can make a complaint direct to the National Care Standards Commission (Standard 4.8)	
2	RS30	The Head teacher should ensure that all staff providing care to children receive an annual appraisal (Standard 30.6)	
3	RS14	Records of medication received into the school, distributed to parents and disposed of should be kept. (Standard 14.17)	
4	RS23	Parents should be informed of the schools intention to use an auditory monitoring system at night by clearly stating that the system is used in the Statement of Purpose. Written consent should also be sought from parents. (Standard 23.7)	

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

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	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answerphone line for pupil/staff comments	NO

Date of Inspection	06/11/02
Time of Inspection	09.30
Duration Of Inspection (hrs.)	43
Number of Inspector Days spent on site	6

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

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. 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)

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

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?

4

Ingfield Manor School provides an educational service to children with cerebral palsy using a model of education called Conductive Education. The Statement of Purpose describes the overall purpose of the school and is supported by several other documents including a document entitled 'Understanding Conductive Education' which clearly describes the techniques used at the school. The school is to be congratulated for its 'A Welcome Guide for Children', which is a series of photographs made into a bound book. It shows photographs of all aspects of school life including boarding accommodation and supports the picture and symbol communication system that many of the children use

The Headmaster and the Head of Care are responsible for the implementation and maintenance of the Child Protection procedures for the school and are listed as such in the Parent Information Pack.

The Information Pack states the admission criteria and the range of pupils for whom the school can provide a service. Details are provided of the number of day and residential pupils and the age range and gender of children. It is written in a format, which can be understood by adults considering a placement at the school for a child. The prospectus for the school is pictorial and attractive to children with many of them photographed demonstrating various aspects of school life.

Ingfield Manor operates a model of education known as 'Conductive Education', which requires all staff to be involved in both education and social care of children thereby providing a seamless service. Discussion with staff, information given by questionnaire response from parents and children, from observation made by the inspectors and records show that this is being achieved in a very constructive way.

SCOPE, the provider carrying on the school approves the Statement of Purpose annually.

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

Ingfield Manor currently provides weekly residential accommodation for ten children who all return to their families each weekend and for school holidays. Families are integral to the education of children at the school with each child having: 'A Home / School Agreement' which the school, child and parents sign to express commitment.

All parents of children who board at the school were invited to complete a questionnaire sent out by the National Care Standards Commission as part of the inspection and the response confirmed that they feel they are well informed about significant points about their child's education and care.

Parents are invited to attend a monthly meeting of Ingfield Parents Association, which helps to keep them informed of school events and proposals.

Many of the children communicate with books or other communication aids and staff were observed to be very diligent in seeking their viewpoint and allowing children ample time to respond. Inspectors visited the school prior to the inspection to meet the children and staff and were impressed at the support given by the staff to facilitate good communication.

An aim of the school is to assist children to understand their uniqueness as individuals and to use problem solving strategies to enhance their motor, intellectual and communication skills. Children are encouraged to make an active contribution to their annual review and symbols available to them in their individual communication books gave each of them as large a 'vocabulary' as they could manage. The checking of children's records showed that the reviews are very detailed and cover all aspects of education, health and social care needs.

Religious education is provided as part of the educational curriculum. Any child requiring a special diet for religious/ cultural reasons could be accommodated and requirements agreed entered on the care plan. The school has a Statement on Pastoral Care and multi cultural education.

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?**

4

The school has guidelines for staff to follow on privacy and confidentiality, which covers access to, records, child protection information and the management of intimate care to children. This is covered in more detail in Standard 14.

The school has a policy for staff as to the limits of providing care to children of a different gender and is specific about the limitations on male staff providing personal care to older girls.

Many of the children because of their disabilities are dependent on staff for the provision of intimate care including the use of very specialist equipment. The records seen showed that staff received training in the management of both areas of care management. Parents are provided with a Child Handling Audit, which covers the type of personal and emotional care provided and how this was organised. This is supported by SCOPE Guidelines on intimate care.

Children's records are stored securely and confidentially and all staff spoken with had a good awareness of confidentiality.

Children can receive telephone calls in private and telephones are adapted for children with special needs. Many of the children use computers and e-mails. The supplying computer company, to ensure that children do not have access to illicit material, has screened the Internet site. Children and staff gave examples of telephone contact between children and home. If this is restricted for any reason a record is maintained.

A high level of training is provided to staff before they help children with intimate care and all care provided is very detailed and recorded clearly. Staff confirmed that they only provide care to individual children when the child feels confident with them. An inspector spoke with a Community Services Volunteer who described the training she had been provided with in respect of the provision of intimate care as part of her induction.

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 questionnaires completed by parents showed that any concerns they may have are addressed promptly by the Headmaster and staff. The school has a written complaints procedure, which is in the Parents Information Pack. This supports the Complaints Procedure of SCOPE.

The word 'complaint' is not one that many of the children would understand and the procedure augments this with words like 'unhappy, worried, problem or upset' and gives several examples of events that might distress them. Appropriate words are in the Children's Communication Books to help them. Inspectors were able to talk to some of the children about who they would talk to if they were upset.

The procedure gives the name of a member of staff employed by SCOPE who does not work at the school and is available to any child or their parent who feels that is necessary.

The Complaint Record was checked and showed that complaints although minor are addressed. The last entry in the record was June 2001. The response from parents in the questionnaires was that problems are resolved before they become complaints.

Inspectors spent a considerable amount of time observing children in their leisure time at this inspection and were very impressed at the high level of positive interaction between staff and children. All children gave an impression of feeling very safe with the staff team.

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 NCSC 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?

4

The school operates the Child Protection policies of SCOPE and West Sussex County Council. Records seen and staff discussion demonstrated that a good awareness exists throughout the school. Staff spoke clearly to inspectors about whom they would report any concerns to and how that would be dealt with.

Further staff training in Child Protection is planned for the Spring Term of 2003 with input from a specialist worker from the Children's Disability Team of West Sussex County Council with whom the Head of Care says the school has a good rapport. All staff spoken with confirmed that this area is covered as part of their induction and then ongoing training.

Parents are made aware of the procedure to be followed if they have any concerns about abuse with details of the staff they should first approach. Inspectors interviewed the staff responsible for the maintenance of the procedure as well as other staff and were satisfied that this area has been addressed well.

An inspector met with a group of staff and all were very clear about the action to be taken if any of them had any concerns of suspected abuse about any child. All were aware of the update training to be provided in the Spring Term of 2003

The policy was very clear and written in a format that was easy to understand. The Head of Care who provides the training on child protection shared with an inspector the SCOPE booklet which is used in children's services and this was also very well laid out.

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

The anti- bullying policy was reviewed in January 02 and included in the Behaviour and discipline policy. All incidents of bullying are logged in a book and Team Leaders and the staff members who have responsibility for Child Protection then monitor this.

Discussion with staff showed that they are vigilant in this area and discussion and observation of children promoted an atmosphere in which children had a good level of respect for each other. The statement on pastoral care advocates respect, privacy and dignity. The questionnaires from parents demonstrated that the school responds promptly to any concerns they have about children’s relationships.

The school currently provides boarding accommodation to ten children of primary school age and a significant point inspectors noted was that children had a great deal of respect for each other. Many of the children have significant speech and language needs and older children who had reached a higher degree of verbal ability were observed supporting those who were slower and less articulate.

Percentage of pupils reporting never or hardly ever being bullied

100 %

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

The Headmaster confirmed that he was aware of the requirements of this standard and records seen demonstrated that the requirements could be met.

The school has a procedure under the Protection of Children Act for reporting any staff that they feel is unsuitable to be working with children. Records of such incidents would be retained at the school.

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

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

0

0

0

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

It is highly unlikely that any child could go missing from the school because they are dependent on staff to assist them with maintaining mobility. The boarding accommodation is in a small area of the school and as the ratio of staff to children is always at a minimum of 1:1, staff are aware of the location of children. Records show that no child has ever run away from the school.

The school has a policy as to the action to be taken in the event of a child going missing which includes the action to be taken if such an occurrence happens whilst they are on an outing with staff.

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?	4
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From general observation the inspectors were able to ascertain that children and staff are confident in each other's company. Mutual respect was very apparent when watching the interaction between both staff and pupils. The school has a policy for staff to follow regarding relationships with Children.

The NCSC had response from 50% of the parents who were invited to make comment of the school using a questionnaire format and all were extremely positive about the care and support provided to their child. All commented on the warm and professional approach of staff and expressed satisfaction at the level of communication between the school and home.

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
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From observation during the two days of inspection it was clearly apparent that staff respond positively to acceptable behaviour. During the inspection neither inspector observed any unacceptable behaviour.

There is a policy for staff regarding forms of discipline that are acceptable. The Parent's Information Pack gives indication that acceptable behaviour is reinforced by an approving look, private praise, public praise, certificates, stickers and informing parents and displaying work. Methods of discipline include mild verbal rebuke, removal from the scene of disruption, opportunity for self imposed time out and informing parents. A sanctions book was available. There were no sanctions recorded at the time of inspection.

The school has a general incident book. Should a child's behaviour be inappropriate action plans and strategies for managing the situation are developed and shared with the whole staff team.

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?

4

All children at Ingfield Manor School will be subject to a statement of Special Educational Need and funded by a local authority. The school works positively in arranging a smooth transition for children but often the date of admission is determined by the individual's availability of funding. Some children take up a place at the school after parents have made representation to the Local Education Authority (LEA) hearing. This does mean that the school admits children throughout the academic year if a decision about funding has not been reached by the start of the term.

The school assessment process was described to inspectors in detail by staff and allows children and parents ample time to consider whether they could work to the objectives of the school and for the staff to assess whether the school would be right for the child. The detailed Parents Handbook provides a very informative guide about daily routines, health and social care, home agreements, equipment, personal possessions and educational needs. A dedicated member of staff has responsibility for coordinating the admission process and spoke very positively with inspectors about her role.

The questionnaire response from parents was very positive about staff communication and parental involvement, all stating that the school was very good in maintaining contact with them. The Head of Care said she regularly talks to parents on the phone as well as writing each week in the school/ home book. It was acknowledged by the staff that some parents needed reassurance particularly if it was the first time their child had lived away from home.

It is the policy of the school to work positively with children and parents in the eighteen months prior to the child reaching the end of their primary education. A member of staff has responsibility for this function and in discussion with inspectors she shared her concern that

this did not always happen because LEAs had not always addressed this issue. It was her hope that changes introduced by the government whereby all children with a Statement of Educational need must know of their ongoing educational placement by February 24th 03. Records seen showed that some children already had their ongoing educational placement identified.

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?

4

The principles of Conductive Education do not discriminate between education and care and all staff are employed to provide support to children throughout their waking day. With the exception of waking night staff all other staff provide support to children both in the boarding and educational setting.

Staff and parents spoke positively about the way in which the support to children is provided and for the parents was a key reason for choosing the school for their child.

All staff contribute to the annual review of children and all staff spoken with or observed by inspectors worked to a very high standard with children. The inspector saw several of the educational plans of children and all were very comprehensive, up to date and written in a format that was easy to understand.

Inspectors were very impressed with the way in which the day was structured so that children had continuity at all times.

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?

3

Each pupil has individual structured activities, which follow the Peto Conductive Education Programme. Activities include swimming, cycling proficiency test, Cubs, Brownies and for older children horse riding. Free time, organised activities and educational lessons are integrated through out the day.

The inspectors noted that during the evening time pupils were able to choose their preferred activities for example some children were being read stories, others reading themselves and some were drawing. The inspector noted that interaction between staff and pupils was confident and relaxed at all times during the inspection.

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 school employs a Head of Care who has responsibility for health care and two part time nurses. Weekly boarders are required to be registered with the school doctor who visits the school on a regular basis. The schools Neuropaediatrician, the paediatrician and dentist also see the pupils.

Parents are requested to complete a medical form, which includes information such as vaccinations, allergies, serious childhood illnesses and injuries. Parents are also asked to sign a consent form for medical or surgical emergencies. On admission to the school a growth chart is commenced for each child.

Each pupil has a care plan, which clearly identifies assessed needs and informs staff on how care should be delivered.

The school has a sick bay for pupils suffering minor ailments, however should the ailments persist the pupil's parents would be called to collect their child.

Medical notes are kept and accompany the pupil to any consultations. The school has two accident books one for minor accidents and one for more serious accidents. All accidents are recorded in the minor accident book and then transferred if complications present themselves however it was noted that this had not occurred in one instance.

All medication is locked in a medicine cabinet. Records of medication administered to pupils are kept. However records for the receipt and disposal of medication are not kept. The school GP prescribes all medication.

A discussion took place with the headmaster about the use of syringes when administering liquid medication to children who would otherwise have difficulty with taking medication. He advised by the headmaster that this was agreed and recorded on the care plans.

All records are kept locked in a filing cabinet in the nurses office.

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

Records of food provided indicates that a varied and well balanced diet is being offered. Meals are taken in settings appropriate to the children's needs. During the day time meals are taken in classrooms. Weekly boarders have breakfast and their evening meals in the dining room on individually adjusted tables.

Nutritious snacks are offered to all children during morning and afternoon breaks. Special diets are catered for. The cook liaises with the school nurses with regards special diets and pupils preferred choices. Daily choices from the menu are not generally provided, however if a pupil does not like the main meal on offer an alternative is provided.

Appropriate assistance is given as required with regard to feeding and specialised equipment such as plate guards and adapted cutlery are provided. The majority of staff responsible for handling food have received food hygiene training, only one new member of staff has not yet had training.

The inspectors observed two meals, breakfast and supper and felt that both occasions were very relaxed and a social time for children.

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

A clothing list is given to parents prior to their child starting at the school. It is requested that all clothes are clearly marked with the pupil's name. Children are able to choose which clothes they wish to wear. The school has a laundry person who ensures that clothes that have been laundered are returned to the appropriate child.

Due to pupils being weekly boarders they are not encouraged to take money into school unless there is an organised trip.

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

Each child is in a peer group within a two-year age range with specific staff attached to each of the groups. As described in other parts of this report, the school operates a holistic approach to care and education and this is maintained throughout the whole of the child's day and night. The placement plan for each child includes health maintenance and promotion, communication, cultural and education needs, leisure pursuits,

Evidence seen by inspectors, discussion with staff, and communication with parents and children demonstrated that each child has a clear placement plan, which they themselves are involved in. An aim of the school is to help children attain a level of independence so that as young people they can take a full part in their senior school education. Part of this work is encouraging children to speak up for themselves so that they have some control over their future care and education. Inspectors were impressed at the way in which children were encouraged by staff to speak for themselves.

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?**

4

A record is kept of each child's history and progress. Annual reviews are carried out and care plans are implemented. Parents are requested to participate in the review process and complete a form that enables them to state their views on what their children have achieved at the School. Care plans seen on the day of inspection indicate that children participate in devising how they wish the care to be delivered. Daily care records are kept separate from the care plan. All entries were signed and dated.

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?**

4

The school maintains clear and accurate records on staff and child groups of the school. An incident book is kept to record any major events affecting the school and children. The incident book was available at the inspection.

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?**

4

Children board at the school on a weekly basis. All children go home on Friday afternoon and the majority return on Monday morning, however there is the facility for children to return to the school on a Sunday evening. The inspectors noted that children are able to maintain contact with their families during the week. Some have a set time each evening when they will receive a telephone call from a parent or make one themselves.

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 implementing 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?**

0

No child who boards at the school is currently subject to a care order.

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

Inspectors tracked the records of four children who board at the school and all of them had very comprehensive and up to date records. As well as the school employing on a day to day basis a wide range of staff, it has many visiting specialists who provide support to children. All children are seen by a Consultant Neuropaediatrician annually, supported by a Paediatrician who visits the school monthly, a Consultant Orthopaedic Surgeon annually or six monthly, a dietician who visits the school termly, an audiologist who sees the children twice a year, an orthodist who holds a surgery in the school fortnightly and an orthoptist who visits the school ever six months and a visiting teacher of the visually impaired as required by individual children.

Children were aware of the independent visitor who visited the school on behalf of SCOPE. Parents expressed satisfaction in the questionnaires completed that children all had several people that they would go to if they needed help.

The majority of the children board at the school from Monday to Thursday returning home to their families each weekend and for school holidays and so parents stated that they felt very much part of the team

The School operates a specific technique referred to earlier in this report as: 'Conductive Education' and parents, placing agencies and children are aware of this before agreeing to the placement. The technique is very clearly described in the school's prospectus and other literature.

The inspectors saw the summary and action plan of the last OFSTED report for the school, which was very positive.

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 is set in its own grounds. The size and lay out of the school appears to be in keeping with its Statement of Purpose. Appropriate aids and adaptations have been provided. All areas of the school are accessible to all pupils using a variety of forms of transport such as wheelchairs and tricycles, frames and ladder frames.

There is a vertical lift to the first floor which children have access to when assisted by staff. There is an area for the recharging of wheelchair batteries.

The fire safety report was available. The last fire safety inspection was carried out on the 11th October 2001 the ensuing report indicated that satisfactory Fire Safety measures were being maintained.

The most recent Environmental Health Officers inspection was carried out on the 5th March 2002. Recommendations from that report have been completed.

The inspectors noted that an auditory monitoring system is used at nighttime to ensure the safety of the children. Staff confirmed that they have clear guidelines on when the system is to be switched on and turned off. The bursar spoken to on the day of inspection is in the process of gaining consent from parents with regards the use of the system. The inspectors also advised that the Statement of Purpose should clearly state that an Auditory Monitoring system is in use at night.

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

Accommodation for boarding appeared appropriate for the needs of the children. There are adequate communal areas for children in which activities can be undertaken. At present there are two bedrooms one for girls and one for the boys. A third bedroom has just been refurbished for three younger girls and was due to be commissioned later this month. The children had been involved in selecting the décor and soft furnishings. Both rooms were attractively decorated and personalised with children's own possessions and posters. Partitions are provided to ensure privacy. Each child has storage space for clothing and personal items. However there are no lockable facilities as this could be more restrictive to children with regards access to their personal possessions. No child or parent raised this as a point of concern during the course of the inspection.

Lighting, ventilation and heating in all parts of the school appear satisfactory.

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?**

3

The school has sufficient WC and bathing facilities. The inspectors noted that bathrooms generally have more than one bath and WC in each facility, decorative curtaining is provided. The inspectors observed and staff confirmed that only one child uses the facilities at any one-time ensuring that they have maximum privacy.

The headmaster acknowledged in his feedback with inspectors that further improvements could be made to the bathing areas to improve the overall privacy of facilities for the children.

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?

3

Comprehensive risk assessments are carried out for both the physical environment and any activities undertaken by children and staff. Maintenance records for electrical installations and boilers were available. Maintenance records for hoists, lifts and resuscitation equipment were available. Children's wheelchairs are serviced as required.

Fire training records were available and indicated that an evacuation of boarders had recently been carried out and that regular testing of emergency lighting, fire alarms and fire fighting equipment are performed in accordance with Fire Regulations.

All hot water outlets accessible to children have been fitted with individual thermostatic controls.

Staff have access to a comprehensive set of Health and Safety policies in SCOPE's policy and procedure file.

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?

3

The inspectors sampled a selection of recruitment records of five members of staff. Three were found to be employed prior to April 2002, therefore not subject to Criminal Records Bureau checks. However the inspectors noted that the previous recruitment procedures were thorough and complete. The recruitment process and checks carried out for staff employed post April 2002 meet the standard required by the NCSC.

Agency staff are used as required. The bursar advised the inspectors that they have received verbal confirmation that agency staff have undergone all of the relevant checks and have asked for confirmation in writing.

The school uses Community Service volunteers. The CSV scheme carries out all of the interview processes. Records of their findings were available.

Total number of care staff:	42	Number of care staff who left in last 12 months:	6
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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

Duty rotas indicate that staffing levels are appropriate to the needs of the children. The children are divided into three groups Infants, Lower juniors and Upper juniors. Each group have their own staff team who work with them through out the day. In the evenings when the day pupils go home the boarding children come together in one group, various staff from each team make up the collective care team for the evening. The inspectors were impressed with the seamless manner in which care is given to pupils. All staff appeared to have comprehensive knowledge of each child's individual needs.

An inspector met with night staff at the end of their shift and all three of them confirmed that they were provided with a good level of training to enable them to do the job. All had a good level of insight into children's individual needs and like the day staff spoke with affection about the children.

All of them confirmed that on call support is always available and if assistance is needed the response is always rapid. The level of first aid training they had been given gave them the confidence to feel they could deal with most problems that arose at night.

At the time of the inspection a change had been made to the nighttime routine whereby children were offered a higher level of dignity and privacy than previously afforded to them when needing to use the toilet in the night. Inspectors felt the change to be a great improvement and will monitor this at the next inspection.

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

Training records indicate that staff receive regular training. The school is currently in the process of organising a training programme for all staff to undertake an NVQ level 3 Award in care in the Caring of Children and Young Adults. (See standard 30)

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?

3

All staff in the school including the Headmaster are properly accountable and properly supported.

The management of the school is divided into Infants, Lower Juniors and Upper Juniors and each group is led by a Senior Team Leader with a staff team of different disciplines working to him or her. The health care needs of children are managed by the Head of Care / School nurse who has two nurses who she manages.

All staff interviewed by inspectors (this was supported by records seen) have training and development programmes. Staff confirmed that because each child has a very specific training programme nobody undertakes any detailed work with children without close monitoring.

It is the policy of SCOPE that annual appraisals take place for each member of staff and whilst this happens for some staff is not consistent throughout the school. The Headmaster is advised to ensure that all appraisals are carried out to the timescale required.

The staff procedure handbook was made available to inspectors and was a comprehensive document. Staff had a good awareness of this document

All staff have job descriptions, which were on the records and confirmed by staff as being accurate. All staff employed to work by day regardless of professional discipline work on a rota covering all periods of the waking day.

Training takes place on a regular basis and records showed that a fire drill had taken place with night staff very recently and that a training day had taken place at the end of the last half term.

Staff meetings take place in each of the three groups weekly and daily handovers take place at the beginning and end of each day. An inspector was present for the handover of day staff to night staff, which was carried out effectively. Some staff interviewed by inspectors felt that they would benefit from the opportunity to meet as a whole staff team for a regular meeting and the senior management team and the governors are already addressing this matter. Staff are clear that they would not wish to compromise the care of children to achieve this and confirmed that although they do not meet as a whole group that this does not affect communication in any way.

Inspectors were very impressed with the way in which staff were observed to be working with children. At all times their communication was totally child focussed and even at points when several staff were gathered together conversation was always directed to individual children.

The senior management team meet regularly as do the team leaders and the national curriculum development group.

The school has a policy whereby staff are not allowed to drink or smoke whilst on duty.

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 child care.

Key Findings and Evidence

Standard met?

3

The school is aware that it will need to address the issue of the Head of Care completing an NVQ 4 or equivalent qualification by 2005. However the she is a very experienced nurse who has worked at the school for many years and demonstrated that she has extensive knowledge of the care of disabled children and the Conductive Education approach.

The school has registered with Crawley College and set up a care partnership and are confident that they will meet the standard determined in the National Minimum Standards in respect of care staff trained to NVQ Level 3 in the Caring of Children and Young People,

Staff rotas make provision for staff having time for staff supervision, meetings, handovers, planning of care programmes and record keeping without compromising the safety of children.

Inspectors met with night staff as part of the inspection and they were aware of their responsibilities and duties with a good knowledge of fire procedures and health and safety. An inspector observed them assisting children in the early morning and felt this was done with a good degree of respect.

Inspectors observed and spent time with children in their educational setting and for an evening and early morning routine and were impressed at the quality of the staff / pupil relationship. At all times staff were observed to be totally focussed to individual children's needs with the quality of support provided being consistent and within the philosophy of the school at all times.

The Headmaster said that SCOPE are addressing the issue of staff completing NVQ Level 3 in the Caring for Children and Young People by 2005 with their Training Department

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

0

%

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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?**

4

The school is owned by SCOPE and a budget allocated which allows the school to operate effectively. There was no evidence at the time of the inspection that the school was not operating within good financial parameters.

All records requiring to be maintained by the National Care Standards Commission are well maintained and monitoring of them maintained by senior staff at the school

The staff team at the school is well established with many staff having worked at the school for a number of years. The present Head Teacher has been at the school for four years and seems to work in a positive way to motivate both staff and children. Staff were positive about the leadership of the school when speaking with inspectors.

The standard of record keeping and supporting documentation was very good and the diligence with which the Head and his staff team approached the inspection was commendable. All staff were well aware of the National Minimum Standards for Residential Special Schools and have worked positively to ensure their implementation.

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 half termly.

Key Findings and Evidence**Standard met?**

3

A senior adviser employed by SCOPE as an education adviser is responsible on their behalf for completing the visit and report as defined in Standard 33. Inspectors met with this person who confirmed that the first report had just been completed and a copy would be sent to the Headmaster and the Trustee Representative on the Board of Governors. Inspectors were told that the report comprises of a document and records check, a review of accommodation and complaints or concerns of children, staff or parents. This person confirmed that his visits are often unannounced and cover different periods of the day.

Inspectors also met with a member of the governors who currently chairs the Education, Welfare and Special Care Services Committee and is a member of the Finance Committee. From discussion inspectors gained a view that the Board of Governors are actively involved and interested in the daily life of the school.

Inspectors saw examples of these reports and saw evidence that the Board of Governors considers these reports.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector _____ **Signature** _____

Date _____

Public reports

It should be noted that all NCSC inspection reports are public documents.

PART D**HEAD'S RESPONSE**

D.1 Please provide the Commission with an Action Plan, which indicates how the Recommended Actions and Advisory Recommendations in this report are to be addressed, and a proposed completion date within the stated timescale.

RECOMMENDED ACTIONS		
Recommended Action No.	Action to be taken	Completion date

ADVISORY RECOMMENDATIONS	
Recommendation No	School's Response to Recommendation

D.2 HEAD'S AGREEMENT

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

The report has been sent to the provider for the correction of factual errors and no reply was received by the due date.

**Head's statement of agreement/comments:
(Please delete one of the following before signature).**

D.2.1 I _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I will seek to comply with the recommended actions set out in this report.

Or

D.2.2 I _____ of _____ 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 the above date(s), for the following reasons:

Signed: _____

Designation: _____

Dated: _____

Note: In instances where there is a profound difference of view between the Inspector and the Principal, both views will be reported.

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