



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Royal School For The Deaf Derby

**Ashbourne Road
Derby
Derbyshire
DE22 3BH**

Lead Inspector
Joanne Vyas

Key Announced Inspection
12th December 2006 11:00

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

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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 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

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	Royal School For The Deaf Derby
Address	Ashbourne Road Derby Derbyshire DE22 3BH
Telephone number	01332 362512
Fax number	01332 299708
Email address	admin.rsdd@virgin.net
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Royal School for the Deaf Trust
Name of Head	Cheryl Ford
Name of Head of Care	Jackie Biss
Age range of residential pupils	7 - 19
Date of last welfare inspection	15/02/06

Brief Description of the School:

The Royal School for the Deaf, Derby was founded over 100 years ago. It is a non-maintained Special School providing primary and secondary education to deaf children and young people. The school has a Language and Communication policy giving equal status to the British Sign Language and English. Nearly half the staff team are deaf, ensuring a signing community. At the time of this inspection there were 104 students on roll, of which 54 students were boarding at the school for part or all of the week, the school being closed at weekends.

The school is situated on a large campus close to Derby City centre. It is within easy walking distance to the city centre making easy access to shops, leisure and educational facilities, religious establishments, libraries and parks. There are good public transport links to Derby's main bus terminal, and, regional and national rail and road links.

At the time of this visit students were accommodated in 8 Houses. Each house has a lounge, kitchen, dining facility and sufficient bathrooms and toilets. Houses have single and shared bedrooms. Each house has sleeping-in accommodation and most have a Waking Night member of staff.

The school has a multi-disciplinary approach and provides specialist support to ensure students' individual needs are met. The school employs Speech and Language Therapists and other specialist staff, including a School Nurse.

The cost of a residential placement at this school varies between £30519 to £50025 dependent on the student's needs.

SUMMARY

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

This summary has been written in the following style so that children and young people can understand it.

The inspectors went to the school on the morning of 12th, 13th and again on 14th December. The staff knew the inspectors were visiting. The inspectors talked to students as much as possible during their visit; at lunchtime, teatime and breakfast, during activities and as a group.

The inspectors also spoke to Mrs Ford and Mrs Biss and other staff, looked through some files, watched how staff and young people got along together and looked at some questionnaires returned to them by: eight parents, forty-six students, five staff and six social workers. To help the inspector to write the report Mrs Ford sent the inspector information about the school. The inspector also used other information, which she already knew about the school.

What the school does well:

These are some of the good things that the inspectors found and students and the staff told them about.

Students feel safe at the school because, they said, "it feels like home and we know the staff." They really like the activities, which include Roller World, bowling and the cinema. They said the food is "good." They said that staff look after them well and parents also said this. Staff have lots of training so they can look after the students properly and they know the students really well. Students were clear about who they should talk to if they were unhappy and said that staff listen to them and take what they say seriously. High supervision levels within the school and quick action from the staff ensure bullying is kept to a minimum. A parent said, "Parents are kept informed about everything that is going on – bullying is stamped out quickly & efficiently. Parents also said that the staff are great and that they are caring.

The inspectors saw staff and students getting on well together. Staff were very helpful towards students. The inspectors thought the students were polite, confident young people.

What has improved since the last inspection?

All the recommendations made at the last inspection have been fully met by the school.

What they could do better:

No recommendations have been made at this inspection. However, Mrs Ford and Mrs Biss said they would immediately deal with some problems the inspectors found. These were to improve the way an incident is written and the information staff have to help them to know what they need to do when an incident happens. Also medication is not always stored in a secure and safe way.

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 or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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, 15

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

The health of students at this school is promoted

EVIDENCE:

Students, who completed a questionnaire, had mixed feelings about the food offered at the school but those who the inspectors spoke to all said that the food is good, offering lots of choice. The inspectors found the food to be healthy and nutritious as well as delicious. Special diets are catered for. Kitchen staff have photographs of all the students who require a special diet, with their requirements detailed, hanging in the kitchen for easy reference. Lots of choice is offered for both vegetarians and non-vegetarians and all food is clearly labelled. A break-time snack shop is open to students where they can purchase healthy snacks. At teatime, students can eat in the main dining room or in their house, depending on what the evening activities are. Older students are encouraged to cook their own meals in their house. Students are consulted about the menus via the student council for the lunchtime meals and on a weekly basis for the evening meals.

Students said they are looked after well if they are ill. The school employs a qualified nurse who ensures all the healthcare needs of the students are met. Students can register with the local doctor and dentist if they wish. Both the doctor and the dentist visit the school to hold clinics. As visual impairment is prevalent in children who are deaf, the school nurse keeps a check on when a student last had a vision test. The school also has fortnightly visits from a team of specialists: a consultant child psychiatrist, play therapist, a psychiatric nurse, a psychologist, a counsellor and a family therapist. Students are referred to the team as appropriate. The team also have a video-link with a deaf centre in London where other consultants specialising in deaf children can

be accessed. A social worker said, "Good attention to individual emotional & social needs."

The school nurse said they also work closely with the physiotherapist and occupational therapist and have an on-site audiologist.

The school nurse completes a healthcare assessment for each student during the assessment period before the student is formally accepted into the school. If there are any healthcare needs, she produces a care delivery plan for staff to follow. All staff are trained in first aid, a large number being qualified first aiders. They are also trained in the safe handling of medication and other specialist areas such as the care of a student experiencing an epileptic seizure and the use of an Epipen.

Medication is stored in locker type cupboards in various locations in each house. The cupboard in house 10 was old and flimsy and the inspector felt the security of medication stored in this cupboard was compromised. The location of this cupboard and others is in a busy area of the house. The school nurse said she would review the security and the location of the medication cupboards in each house. Medication is handled in a safe manner and records are accurate.

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, 27

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

Staff are competent and have the skills necessary to ensure students are kept safe while residing at the school.

EVIDENCE:

Students said they feel safe when boarding at the school, as it feels like home and they know the staff. All staff complete regular child protection training including domestic and kitchen staff. They have also recently been updated with the latest guidance; Working Together to Safeguard Children. The Principal said that further training has also been planned. Staff were competent in their knowledge of safeguarding children. Students said that staff listen to them most of the time but never ignore them. They said staff are really good and everything is great. They said staff take what they say seriously and they have a good relationship with staff. No-one the inspectors spoke to said they had been bullied at this school but had been bullied previously at their mainstream schools. Some students who answered the questionnaires said they'd been bullied but could talk to lots of different staff. A parent said, "Parents are kept informed about everything that is going on – bullying is stamped out quickly & efficiently. Children are kept occupied during residency." High supervision levels within the school and quick action from the staff ensure bullying is kept to a minimum.

Students said they can complete complaints forms, accessible in each house, if they wish to make a complaint. Examples of these were seen and complaints were dealt with promptly and effectively.

All staff have been trained to use SCIP (Strategies for Crisis Intervention and Prevention) – a recognised technique of managing aggressive behaviour. Students who had been held by staff said it had been done correctly and it didn't hurt. Staff said physical intervention (restraint) is only used as a last resort. The inspectors found records of two recent restraints, which appeared not to follow the school's policy, and restricted a student's liberty. The Principal and the Head of Care stated that the student would have been in imminent danger if they had not restrained them. The student's records did not reflect this view and should be made clearer not only in the record of the incident and physical intervention but also in the student's health records and risk assessments. The Principal said that this would be reviewed directly.

The school responds appropriately to any student who is missing from the school.

Recruitment procedures are robust; all the relevant checks are completed. All staff, existing and new, have a Criminal Records Bureau disclosure relevant to the school and this is redone every three years.

Health and safety procedures are rigorous. Fire safety is carried out appropriately. All rooms are fitted with a flashing light if the fire alarm sounds so that all staff and students, whether deaf or hearing, are alerted.

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, 13, 22

Quality in this outcome area is excellent. The judgement has been made using available evidence including a visit to this service.

Staff provide students with the appropriate level of support. Education and leisure activities are a valued and intrinsic part of the agenda in boarding.

EVIDENCE:

Students thoroughly enjoy the activities that take place in residence. During this visit, students in one house went bowling and ate out to celebrate a birthday. They said they had a fantastic time. Other students said they enjoyed football, the cinema, Roller World, ice skating, watching films, shopping and so the list went on. The Principal said that students are encouraged to take part in as many community activities as possible as part of the twenty-four hour curriculum. While out students are using "Live English" which helps them to gain confidence and enables them to communicate with other people by whatever means they can. This may include writing; gestures as well as signing (the British Sign Language - BSL). A student told the inspector that while they were bowling, the ball got stuck in the lane so she went to ask the attendant to release the ball, which he did. This was Live English in action. Staff are trained in teaching Live English. A social worker stated, "The school is developing students self-esteem and independence skills both in school and in community/mainstream college.

Some students are involved in school clubs. The inspectors watched the Deaf Choir practising their Christmas performance – they all worked hard to get the signs right and to ensure they fit to the music. A fantastic achievement. After school, students sit down together to complete their homework, supported by a competent and caring staff team. During this time, students and staff also discuss their day in school and the activity they are doing that evening.

Students said staff also help them with their problems, “You can talk to them.”

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, 9, 17, 20

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

The Statement of Special Educational Need and Individual Education Programmes (IEP) enable staff to provide a needs-led service with the student at its centre.

EVIDENCE:

Students said that staff ask for their opinions. Once a term, they said they agree targets for their IEP and these are included in their care plans. Students also have a school council and a residential council that meet regularly.

A student said that when she was at a mainstream school, she was encouraged to speak not sign and she found this difficult. Now she is encouraged to express her opinions through signing and she is now much happier.

All students have comprehensive, clear care plans, which ask for the student's opinions in several areas for example, when reviewing targets, students record their views on how well they have met the target. Students are also asked to comment on sanctions that have been applied, any physical intervention and incidents that have occurred.

Students are able to contact parents via the minicom system, type talk, and texting on their mobiles or by using the fax machine. These machines are all available in each house.

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):

24

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

This school is well maintained, furnished and decorated.

EVIDENCE:

There is a rolling programme of development for the school and although some external and internal décor needs attention, the inspectors were assured these areas were part of the development programme.

Houses are comfortable, warm and homely. Bedrooms are decorated according to the likes of each student. Some rooms are shared and some are single. Two students who share told the inspector that they like to share as the older student looks after the younger one. The younger student said, "She is very kind." Another student said, "I really love my house, feels like a real home."

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):

1, 28, 29, 31, 32, 33

Quality in this outcome area is good. The judgement has been made using available evidence including a visit to this service.

The care staff team benefit from excellent management, leadership and direction, which ensure students receive consistent, quality care providing them with the skills they require for an independent life.

EVIDENCE:

The Head of Care is qualified to National Vocational Qualification (NVQ) level four in the care of children and young people and management. She is also currently completing a BA Hons Applied Social Work course.

The staff appear competent and knowledgeable. A parent said, "Staff are friendly & approachable." A high proportion of staff have a NVQ level three in the care of children and young people. Staff receive appropriate training, including an in-depth induction, which is always attended by an interpreter to ensure both deaf and hearing staff fully understand the training. All staff have a good knowledge of BSL up to level four, including reception, kitchen and domestic staff.

All policies and procedures have been put onto video using BSL to ensure staff who are deaf have a good understanding. Students said they found out about residence from information that was sent to their home about the rules, who staff are and where to get help.

There are at least two staff for each house, dependent on the needs of the students, one of whom sleeps over. Most houses also have a waking night staff.

The Head of Care, the Principal and governors carry out monitoring visits to the houses. Detailed reports are produced. Visits can be announced or unannounced and interpreters always accompany governor's visits.

Other monitoring systems are in place to ensure that staff receive excellent leadership and direction ensuring consistent, quality care for students.

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>
14	4
15	4

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	X
24	3
25	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	3
29	4
30	X
31	3
32	4
33	4

No

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)

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