

inspection report

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

Baskerville School

Fellows Lane

Harborne

Birmingham

B17 9TS

26th January 2004

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

Baskerville School

Address

Fellows Lane, Harborne, Birmingham, B17 9TS

Tel No:

0121 303 3525

Fax No:

0121 428 2204

Email Address:

simon.westwood@birmingham.gov.uk

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

Birmingham City Council

Name of Head

Mrs Rosemary Adams

NCSC Classification

Residential Special School

Type of school

Children with Autism

Date of last boarding welfare inspection:

April 2003

Date of Inspection Visit		26 th -29 th January 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Andrew Hewston	097324
Name of NCSC Inspector	2	Debbie Railton	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection			

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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 (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

This document summarises the inspection findings of the NCSC in respect of Baskerville School

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Baskerville School is a day and residential special school, maintained by the City of Birmingham Education Department. It is located in Fellows lane, Harborne, a residential area of Birmingham, close to Harborne centre. It is close to local amenities, and public transport for the city centre and beyond.

The school serves the needs of sixty children of secondary school age, all of which having been assessed and having learning difficulties within the autistic spectrum, many having additional learning difficulties and behaviour that may challenge the service.

The school has residential accommodation for twenty-four students, staffed by a team of fulltime care staff and staff that work both within the classroom and residential units. The residential provision is split into four main areas including an independent living area. All of the young people have separate bedrooms, and there has been extensive work completed in the accommodation over the past two years to refurbish and redecorate.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school was assessed as working well to provide good care of the young people within residence. There was evidence of the ongoing development of young peoples social skills, and a linked approach to education, with staff having a good awareness of educational targets.

The school had developed its physical environment over the past inspections to a good standard, with all young people now having their own bedrooms. All of the bathroom and toilet areas have been refurbished to give a pleasant and more relaxed environment.

There was clarity regarding the analysis of physical restraints, and the inspector was made aware of the challenging behaviour of some of the young people. Staff worked well to meet the specific needs that come with these behaviours.

Staff were seen to have settled into a happier and more cohesive group than at the last inspection, thus having a positive knock on effect to the welfare of the young people who are in residence. Staff were involved in a number of ongoing training schemes to enable better provision for the young people, and for their own development in a number of differing professional areas.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Although a great effort had been made to upgrade the accommodation, the ongoing difficulties of water ingress is a continuing battle for the school, and should be addressed as soon as possible. Some health and safety concerns needed immediately rectifying e.g. the lack of window restrictors on some upper windows.

The lack of adequate fencing around the perimeter of the school had three negative effects, i) that the privacy of the young people was compromised due to the public having access to the observation of the young people in residence.
ii) the lack of ability for the young people to access the whole of the school playing fields due to the concern of absconction.
iii) overall security of the school being compromised, coupled with some young people also having absconding behaviour and the possibility of them being able to leave the school site without staffs knowledge or agreement.

Some recordings within the units was assessed as being in need of improvement, these included an awareness that daily logs were sometimes repetitive and did not show sufficient development. Some of the incident recordings did not contain sufficient detail with regard to antecedence and consequences of actions. Some medication recordings were poor, with the recordings not equating to the amount of medication that was available within the school.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Due to the nature of the differing units there was often evidence of variations in quality of recordings. Although in the majority of cases these recordings were acceptable, there were some examples of very good practice that needs to be developed throughout the staff team.

The inspector was pleased to assess the staff teams overall development in both skills and attitude to the work being completed. It is hoped that this will continue with the return of the Head of Care into her role after her period of absence. The schools appraisal scheme should raise an awareness of staff strengths and weaknesses.

Young people were observed enjoying activities with the staff. Communication and consultation between young people and staff was observed as being of a good standard that contributed to the welfare of the young people accommodated.

The school had developed a number of different policies in line with the standards, and this needs to continue.

The school was seen to have worked hard at meeting those requirements put forward at the last inspection, with a clear and achievable action plan to meet these.

Overall young people were assessed as receiving a good quality of care from staff who showed a commitment to meeting their complex and sometimes very challenging needs.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

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

No	Standard	Recommended actions	
1	RS3	The accessibility of a private telephone area needs to be rectified within the residential accommodation.	To be placed within an action plan and forwarded to the Commission
2	RS5	Child protection policy for the residential provision needs to include those areas as stated within Appendix 1	As above
3	RS8	There needs to be a development of the schools absconction guidance and a monitoring system developed to examine trends in this.	As above
4	RS10	The sanctions recording book needs to have numbered pages.	As above
5	RS15	Greater flexibility needs to be developed in incorporating children's preferences into the evening menus	As above
6	RS23	Any electronic monitoring system within the school needs to be made part of the Childs placement plan or approved by the placing authority.	Part completed
7	RS24	The following accommodation areas need attention; <ul style="list-style-type: none"> - Damp throughout the unit needs a full assessment and rectifying, and décor that has been damaged due to this rectified. - Wardrobes within bedrooms need to be made more secure. 	Part To be risk assessed
8	RS26	The following health and safety items need immediate attention; <ul style="list-style-type: none"> - Fire training for all staff to be evidenced - Reports relating to Gas and environmental services need to be available for inspection. 	To be placed within the NCSC action plan
9	RS27	Interview notes should be included within individual staff files and reasoning given for adverse information contained within CRB checks.	Part completed

10	RS28	Consideration needs to be given for the support of staff between the hours of 9.00 and 10.30pm if there are difficulties within the units that necessitate increased staffing.	To be placed within the NCSC action plan
11	RS29	<ul style="list-style-type: none"> - Induction needs to offer a full introduction to practices and policies within the residential provision. - Training needs to show an awareness of all areas as specified within Appendix 2 	As above
12	RS30	Supervision needs to take place within the specified time scales, and sufficient records to be made of these.	As above
13	RS32	Records in relation to Standard 32.2 need monitoring by senior staff.	As above

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 will be made available on request to the Area Office.

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS2	Evidence of parental consultation to be shown within children's files.	To form part of the schools action plan unless otherwise stated.
2	RS3	The accessibility of a private telephone area needs to be rectified within the residential accommodation. This was a recommended action at the last inspection	As action plan
3	RS3	Improved security measures to be assessed for the perimeter of the school grounds to aid the privacy of the resident young people.	As action plan
4	RS4	All parents to be informed of the schools complaints policy. Complaints to be recorded as soon as possible following their occurrence.	As action plan
5	RS5	Child protection policy for the residential provision needs to include all those areas as stated within Appendix 1 This was a recommended action at the last inspection	As action plan
6	RS5	All child protection concerns to be forwarded to the NCSC as a notification.	By end of April

7	RS8	There needs to be a development of the schools absconction guidance and a monitoring system developed to examine trends in this. This was a recommended action at the last inspection	As action plan
8	RS8	Assessment needs to be given to raising staff's awareness of children leaving individual units without authorisation.	As action plan
9	RS10	All incidents that include restraint to be clearly recorded within young peoples files All sanctions to be recorded within the appropriate recording systems Evidence regarding exclusions to be recorded clearly within young peoples files	By the end of April
10	RS13	An assessment to be made of the funding of activities for the young people due to a lack of a recent increase to allow for price rises.	As action plan
11	RS14	All quantities of medication to be recorded on the medication administration records (MAR) charts including carry over balances All administration and non administration to be recorded on the MAR charts Audit checks to be completed before and after administration to confirm the validity of the MAR charts and administration. Controlled drugs (CDs) to be administered from one area and not moved around school, and for these to be stored within an appropriate cabinet with a C.D register All homely remedies, including paracetamol to be recorded on the MAR charts Prescriptions to be checked and photocopied to check the dispensed medication against them.	By the end of April
12	RS17	Education Statements to be updated as appropriate, and contain relevant information.	As action plan
13	RS18	All recordings within young peoples files to be updated on a regular basis to include necessary information	As action plan
14	RS19	All accidents to be recorded within the appropriate school systems.	By the end of April

15	RS23	<p>Any electronic monitoring system within the school needs to be made part of the Childs placement plan or approved by the placing authority.</p> <p>This was a recommended action at the last inspection</p> <p>Letters with regard to the night monitoring alarms must be drafted so as not to read as negatively coercive.</p>	As action plan
16	RS23	<p>An assessment to be completed regarding the need for an alarm system within the girls unit.</p> <p>The entrance to the residential accommodation to become more defined.</p>	As action plan
17	RS24	<p>The following accommodation areas need attention;</p> <ul style="list-style-type: none"> - Damp throughout the unit needs a full assessment and rectifying, and décor that has been damaged due to this rectified. - Wardrobes within bedrooms need to be made more secure. <p>This was a recommended action at the last inspection</p> <p>Appropriate assessments to be made with regard to wardrobe security.</p>	As action plan
18	RS25	<p>All bathroom areas to have appropriate locks fitted to ensure privacy while allowing staff access in the case on an emergency.</p>	By the end of April
19	RS26	<p>The following health and safety items need immediate attention;</p> <ul style="list-style-type: none"> - Fire training for all staff to be evidenced - Reports relating to Gas and environmental services need to be available for inspection. <p>This was a recommended action at the last inspection</p>	As action plan
20	RS26	<p>All windows to be fitted with appropriate restrictors.</p> <p>Risk assessments to be reviewed with regard to accommodation.</p> <p>All food items to be stored appropriately, and checks completed on all fridges containing foods.</p>	By the end of April

21	RS27	Interview notes should be included within individual staff files and reasoning given for adverse information contained within CRB checks. This was a recommended action at the last inspection	As action plan
22	RS28	Consideration needs to be given for the support of staff between the hours of 9.00 and 10.30pm if there are difficulties within the units that necessitate increased staffing. This was a recommended action at the last inspection The school needs to develop a staffing policy to show the requirements of Standard 28.2	As action plan
23	RS30	All staff to receive annual appraisal in line with school plans.	As action plan
24	RS32	Records in relation to Standard 32.2 need monitoring by senior staff. This was a recommended action at the last inspection	As action plan

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS2	Recordings of unit meetings to have a consistency in recordings alongside the standard of Orchards unit.
2	RS21	The school to ensure that equal access is made available to both genders regarding independence training.

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.

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	NO
Pupil Guided Tour of Recreational Areas	NO

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	NO
• DfES	YES
• School Doctor	NO
• Independent Person	NO
• 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	NO
Staff Survey	YES
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
Answer-phone line for pupil/staff comments	NO

Date of Inspection	28/1/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	35
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

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 scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
The schools Statement of Purpose was examined and assessed as being satisfactory, including all areas as required by the Standard. The school had a new children's guide, that was an improvement on the last, with greater clarity and being more accessible to the young people within the residential unit. The school's Statement of Purpose for the residential unit was not seen as being at conflict with teaching expectations.		

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?

2

A variety of consultation processes were observed within the residential and school provision, including the use of home school liaison staff for immediate consultation with parents. Recent staff training in the use of the Picture Exchange Communication System (PECS) was positive for the young people, allowing a greater ability of communication. The opinions of the young people was observed being sought in a variety of topics through the weekly unit meetings, reviews, and through the use of the school council.

Recordings of weekly meetings were variable within the differing residential units, from acceptable to very good. Some minutes showed greater response to issues being brought up and covering a wider range of areas.

Parents that responded to the questionnaires showed that there was a less robust interaction between the home school / liaison staff and parents than had been evidenced at the last inspection. The inspector also noted that there had been a decrease in the amount of information relating to home consultation within the young peoples individual files than at the last inspection.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?****2**

The school had new procedural guidelines that followed the expectations of the Standard and staff showed an awareness of aspects of privacy and confidentiality. Individual children's files were observed being kept within safe storage areas.

The phone area is in a semi private space, and included information regarding childline. This area was assessed as being inaccessible to some young people, although there were phones available within each of the 4 units that were within either the office or corridor areas. The inspector was concerned that the designated private phone area was also 'advertised' within the school reception area as a public phone.

Staff raised concerns regarding privacy, that members of the public were seen to be using the school grounds as a 'cut through'. There was also evidence within recordings of police being informed of people accessing the school site. The inspector was informed of this problem at the last inspection, and the situation appeared to have become more of a concern since then. The inspector therefore suggests increased security fencing around the perimeter of the school.

An issue with regard to privacy within bathrooms was also raised and is examined within Standard 25.

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?****2**

The school complaints system was known by staff and some young people, there was an appropriate policy with regard to this area. There had been a raised awareness of the role of the N.C.S.C with regard to complaints within the staff team, for some young people, and within schools paperwork. The inspector noted that training had been given to staff in this area.

Some of the parental responses in the questionnaires suggested a lack of awareness of both the complaints system, and of the NCSC. Complaints systems within the differing residential units were assessed as being used with varying success, with notable 'surges' in recordings at certain times. In one instance complaints were observed being recorded in reverse order.

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

9

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?

2

The school has a copy of the Area Child Protection Committee guidelines and has a internal policy relating to the majority of areas as specified within Appendix 1. The systems in place were assessed to be sound and did not compromise the safety of the children within the school.

Training was seen to be provided on a 2 year rolling programme, and formed part of induction training, as well as part of the NVQ 3 training programme. A result of this was that staff interviewed had a higher awareness of child protection issues than those spoken to last year. The schools deputy head was the schools designated child protection officer, and had received training for this role.

There had been a number of child protection concerns that had involved the school since the last inspection, these had not all been forwarded to the NCSC as a notification in time for the strategy meeting.

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

2

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 school and residential units had a good anti bullying policy and a basic accessible policy for the children written by the children's own school forum.

Staff had received some training with regard to this area over the past year. Staff were able to discuss the difficulties associated with defining bullying in relation to the challenging behaviour that some of the children exhibited.

Of the responses received back from the young people, none of these stated that they had been bullied, although within the recordings of complaints there was one regarding bullying. It was positive to note that there was an appropriate response to this also recorded.

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

Since the last inspection there had been 3 incidents reported to the NCSC. Two of these were in areas additional to those required by the Standard, the inspector assessed that these were appropriately brought to the attention of the NCSC.

New notification sheets were given to the Head of Care for appropriate situations.

The school was reminded that child protection concerns also form a need for notification.

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

1

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?	2
<p>The school policy and procedures were being updated at the time of the inspection, and the inspector discussed areas that needed to be developed with the Head of Care. A point noted within the policy and by a parent, was the need to notify parents following the return of a child that had absconded with promptness.</p> <p>As noted in Standard 3, the lack of a secure perimeter fence and gates could lead to possible absconding, and there were a number of young people who's behaviour was to absent themselves without permission. Staff raised an issue with regard the to the inability to be aware if certain doors were opened within the units due to their proximity, and this had led to children leaving individual units without staffs immediate knowledge.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		3

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>The inspector observed positive communication and relationship development with the young people throughout the period of the inspection. Staff were observed setting clear boundaries with regard to acceptable behaviour.</p> <p>Day to day decision making with the young people was observed as showing an appropriate balance between the children's preferences, the practical realities of staffing, and particular financial restraints on the activity budgets.</p> <p>The schools 'combi-posts' (classroom and residential unit based staff) were assessed as continuing to aid continuity of staffing situations for the young people, both within the residential side of the school and the daily education provision.</p>		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence**Standard met?****2**

Recordings and analysis of incidents both within the school and residential environment were examined and assessed as being well documented within the schools system. The training of physical intervention is through the Team Teach system, which is accredited with British Institute for Learning Difficulties. Staff had received training at the beginning of this academic year with the majority of staff taking this training at an advanced level. There was a good analysis of incidents compiled by the deputy head teacher, with an ability to configure residential incidents against those that had occurred within school for each pupil. None of the physical interventions recorded were assessed as being excessive or inappropriate and were in line with section 550A.

Recordings of incidents written within the young peoples files were observed as being inadequate with little recordings of antecedence, behaviour or subsequent actions or consequences.

Sanctions recordings were appropriate within the residential units although there was a variation in quality of detail within these recordings. In one area there were no recordings of sanctions between mid September and March 2004. Although at all other times sanctions were recorded on a weekly basis, suggesting the temporary loss of the recording book. Sanctions were all permissible, and the awareness of non-permissible sanctions was high with the staff that were spoken to. Sanctions and interventions were evidenced as being checked by senior staff on a half termly basis.

Concern was raised by a number of staff of the apparent increase in difficult behaviours exhibited by the young people, both within the school and the residential provision. This was assessed as being coupled with the increasing level of young people with apparent emotional and behavioural difficulties. Examination of records tended to confirm this trend. A consequence of this change appears to be increased staff absence evidenced within recordings of the reasons for sickness being as a result of being involved in restraint incidents. One member of staff had suffered the loss of sight to one of their eyes due to a incident.

Evidence and details of exclusions due to behaviour was not clearly evidenced within the young persons file within their residential unit.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

3

As identified at last years inspection there is a high level of pressure placed on the school by parents to meet the needs of the young people assessed as needing a residential provision. The school was seen to work hard at meeting these needs, and occupancy levels were high during the inspection, and as recorded throughout the rest of the school year.

Information necessary to be gained on admission to the residential provision was in evidence within the young peoples files.

There was an appropriate admission procedures for the residential units, with a staged introduction being put in place where appropriate. There was evidence to show that the staff worked hard at securing future ongoing educational and residential placements for young people as they reached an appropriate age.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

There was a good awareness within the residential units of the young peoples educational abilities. Links developed through the combi-post staff, with a joint home/unit role ensured positive awareness of individual children's development. Residential staff were also involved in reviewing processes with the school environment as keyworkers.

The staff were aware of the '24 hour curriculum', and activities were evidenced and observed to ensure that this was completed. During the inspection children were involved in making Chinese lanterns to celebrate the Chinese new year celebrations.

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

Young people were observed taking part in a range of planned activities and leisure interests. Young people discussed with the inspector differing activities that they had taken part in and enjoyed, these included swimming, bowling, the cinema, and a recent visit to the Birmingham Wheel. There was a concern raised regarding the funding of activities, with young people being allocated £3.00 per week, with a recognition that this amount had not been raised for a long period. The inspector was also aware however that the young people also bring in pocket money to increase their ability to access some activities, as stated in Standard 16.

Young people had been effected by the inability of the school to offer an after school club, although this was to the detriment of the day pupils rather than those in residence. Planned activities were observed as being effected by staff absences.

The inspector was impressed by the ability of some staff to be able to 'do deals' with a number of amenities, to ensure increased activities were offered the young people.

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?****1**

The inspector met with the school nurse and a designated pharmacy inspector from the NCSC. The school had a new system of medication administration since the last inspection. The residential units recordings of medication administration were found to contain numerous errors. The pharmacist recorded a number of improvements for best practice;

- All quantities of medication to be recorded on the medication administration records (MAR) charts including carry over balances
- All administration and non administration to be recorded on the MAR charts
- Audit checks to be completed before and after administration to confirm the validity of the MAR charts and administration.
- Controlled drugs (CDs) to be administered from one area and not moved around school, and for these to be stored within an appropriate cabinet with a C.D register
- All homely remedies, including paracetamol to be recorded on the MAR charts
- Prescriptions to be checked and photocopied to check the dispensed medication against them.

Some health recordings were evidenced within young peoples files, although the majority were kept separately within the school nurses filing system.

The school nurse had been involved in health promotion within the school, although they did state that Baskerville was one of 6 schools that they covered, and was not therefore able to offer as full a provision as would best meet the needs of the young people.

The school had good links with the CAHMMS team, and this was evidenced within some of the young peoples files.

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

The inspector sampled meals within the school both throughout the whole day, and found these were of an acceptable quality. There was evidence of a good choice of meals being provided and a high awareness from the cook of the expectation to meet differing young peoples needs and their expectations at mealtimes. A record was kept of meals that were served. Staff stated an improvement in the menu since the last inspection, with greater consultation with staff and young people.

The majority of meals were still being served in the large main hall, although there had been the development of smaller kitchenette areas for each of the residential units to enable them to prepare hot snacks and drinks.

All breakfasts were served in the individual units, which had sufficient furnishings and cutlery. All mealtimes were assessed as being pleasant occasions, allowing for appropriate socialisation

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

Children were seen to be able to bring their own clothing into school, and the school allowed these to be worn as appropriate. Sanitary arrangements were observed to be appropriate.

The inspector did not fully examine the system of pocket monies, although they were aware of the system that was in place.

Children are accommodated for a maximum of 4 nights, with clothing pre packed along with other personal effects and toiletries.

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?

2

Placement plans and assessment processes contained within the young peoples files were examined and assessed as being of a good quality. There were clear guidelines within these and targets relating to social inclusion. These plans linked well to young peoples Educational Statements in the majority of cases, although examples were evidenced of Statements being out of date in their content. Parental questionnaires reflected that parents had been involved in the consultation process for the development of these placement/care plans.

Young people were supported by keyworkers, having specific responsibilities towards individuals, with a back up keyworker to allow for absence.

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?**

2

Files had improved in clarity since the last inspection. Files were able to evidence the majority of areas required by Standard 18.2. However clear and auditable recordings of control, restraint and sanctions were often 'hidden' within daily recordings. Daily recordings did not contain sufficient information, and were assessed as often being repetitive without showing individual young peoples development.

Of the sampled files some misrecordings were evidenced ;

- In contact recordings 3 visits to one young person had not been recorded
- Medical information with regard to dental appointments had not been recorded in one young persons file

Records were signed and dated appropriately.

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?**

2

All records required by the Standard were checked and found to be appropriate, although some recordings of accidents that were found within the residential units had not also been recorded within the schools accident file.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

Staff stated that contact visits within the residential units were encouraged. Contact arrangements were seen to be decided upon entry to the residential unit and kept on file, the school liaison officer was seen to be the key member of staff in the development of contact issues.

The difficulty with one young persons contact recordings is stated within Standard 18.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

The school was seen to be developing links with colleges, and stated that they worked fully with Social Care and Health staff with regard to pathway planning for young people in care.

Good assessments were evidenced for young people that were moving towards independence, with the school running a transitional programme. The independence unit showed a good level of planning and an awareness of helping the young people meet their developing needs. The schools separate girls unit needs to ensure that those girls that would have been placed within the independence unit do not have a decreased access to those programmes that would have been offered otherwise.

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?**

3

Support was observed and evidenced in a variety of ways within the residential provision for the young people. The school had access to the nurse on a weekly basis, and there was a good involvement with the speech and language therapist.

An agreement had been finalised prior to the inspection with an independent advocate for the young people, although this had not been started.

No additional therapists were involved within the residential provision without prior authorisation within the care plan.

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?

2

The school is situated within a residential area close to Harbourne centre, a suburb of Birmingham. The residential provision is divided into four main areas, including girls and independence units. The former of these was in development at the last inspection, and feedback from both the staff and young people with regard to this were positive. There was however a possible feeling of isolation that could be associated with the girls unit, and this was discussed with the headteacher, with the possible need for an alarm call system to be developed.

Letters to parents with regard to the alarms fitted to doors were examined and could be considered as being coercive towards an acceptance of the system within the residential units. These letters suggested that if parents did not agree to the system then they did not 'consider their child's' safety as being paramount'.

The accommodation complied with the expectations described within the schools Statement of Purpose.

No doors were observed that restricted appropriate movement around the residential accommodation

The school had continued to update many areas of the accommodation to a good standard. There was however still an ability for young people who were not resident to access the accommodation area freely due to its entrance way forming a communal area for access to a classroom.

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?****2**

As stated in the above Standard improvements were observed within many areas of the residential provision. All young people had their own individual rooms, with appropriate facilities as required by the Standard.

Difficulties continue to be a problem with some areas of damp within the walls. This was inspected by an external agency at the time of the NCSC inspection, with a conclusion that water ingress was due to problems within the roof of the accommodation. This was observed having a detrimental effect on the paintwork of a number of rooms within the accommodation, and needs to be rectified.

There was a range of personalisation of bedrooms, with some rooms being colourful and showing certificates of achievement and photos of family and friends.

Wardrobes had not been fastened to bedroom walls as advised at the last inspection, although some young people stated that they liked the limited ability to move furniture within their rooms. It was suggested during the inspection that this be risk assessed for individual young people, and where appropriate suitable fastening be applied.

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?****2**

Improvements had been made to the toilet and bathing facilities within two of the residential units, bringing all of the toilets and bathrooms up to a good standard. All of the communal washing areas had liquid soap dispensers fitted to decrease cross contamination difficulties. There were appropriate numbers of baths/showers and toilet facilities for the number of young people in residence.

Water temperatures were checked and assessed as being appropriate, although there was a difficulty regarding water pressure within the independence unit observed by the inspector.

A number of young people stated that they were unhappy about the lack of privacy afforded to them within the Orchards unit bathroom due to the lack of an appropriate lock.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence**Standard met?****2**

Regular checks were evidenced for fire procedures, although there was a lack of evidence relating to fire training being completed by staff, who did state that this had been completed. Appropriate checks were evidenced relating to legionella, and portable electrical appliances. The school had a good maintenance programme, and the inspector examined the ongoing maintenance issues that had occurred over the past year. Gas installations were stated as being examined through the local authority and records were therefore not able to be evidenced.

Water temperature were appropriate throughout the accommodation.

A number of window restrictors had been observed as being removed within the independence unit, and need to be refitted.

Risk assessments relating to accommodation were examined and assessed as being insufficient, and needed to be reviewed.

A number of food items were found to be stored inappropriately, and appropriate checks had not been completed on all of the fridges within the units.

A high fence to ensure children's safety encircles the main school area, but not the whole school site. This makes the vast majority of the available recreational areas 'out of bounds'. The inspectors would suggest a further fence being erected along the school boundary to ensure that residential children can access a greater range of recreational facilities than is currently able to be offered safely. This was stated at the last inspection and understandably represents a significant financial investment, that needs to be budgeted for via the LEA..

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

Staff files were sampled and checked against the requirements within the Standard. The majority of these contained all necessary documentation, although there was one file needing a proof of identification and the majority of files needing interview notes.

No adults lived on site requiring additional checks to be completed.

Total number of care staff:

X

Number of care staff who left in last 12 months:

X

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?**

2

The schools staffing ratios had been effected by a decrease in funding for some placements. This had the knock on effect of the inability of the school to be able to fill staff vacancies with permanent staff. Staffing levels were however above those as designated by guidance produced by the DfES in circular 11/90, and the inspector assessed all the young people in residence as requiring this.

There was no specific staffing policy including those areas as required by the Standard 28.2 within the Statement of Purpose. There had not been a change in staffing rota to increase the thin staffing times between 9.00pm and 10.30 pm.

The staffing difficulties that the school was experiencing at the last inspection had been addressed appropriately. Staff that were spoken to stated that the 'lack of a residential voice' had been rectified. The Head of Care had returned prior to the inspection, and the inspector hoped that this positive situation would continue.

Staffing with relation to the girls unit was adequate and appropriate.

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

The school had an appropriate induction programme, and new staff commented on the ease of accessibility of information when it was required from more experienced or senior staff. Staff stated that they had been involved in both general school training and training more specific to the residential provision including some of the areas as specified within Schedule two.

There was evidence of staff having personal development plans

Standard 30 (30.1 - 30.13)

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

Key Findings and Evidence**Standard met?****2**

Staff supervision records were sampled and assessed as being appropriate. Staff stated that they felt well supported by senior staff who were available if required to give advice on differing aspects of their role.

Staff meetings took place on a regular basis, that included both the separate residential units and as a whole residential team for full time care staff. The recordings of these varied from acceptable to very good.

The school was in the process of rolling out a system of annual appraisal, but this had not effected all care staff at the time of the inspection.

All staff had appropriate job descriptions

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The inspector examined the sickness rates of care staff and was concerned that these were at 35% over the 12 months previous to the inspection, with 17% of this being due to assaults or as a result of physical restraint. These figures were assessed as decreasing closer to the date of the inspection.

The majority of staff were working towards NVQ 3, and the figures of those having completed the course had improved since the last inspection.

Staff rotas were examined and found to allow for those requirements stated within Standard 31.5.

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

60 %

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?

2

The school did not have a complete designated system to check all areas as required by the Standard, although the majority of areas were checked by delegated staff, who responded back to the senior management team.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

3

This Standard was not fully examined during this inspection, although regular monitoring was ongoing by a member of the governing body on a half termly basis. These were examined at the last inspection and assessed as being appropriate.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 26th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

Head's comments/factual amendments were incorporated into the final inspection report

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

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

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

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

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

YES

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 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 agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 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:

--

Print Name _____

Signature _____

Designation

Date _____

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

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