



*Making Social Care
Better for People*

inspection report

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

Lonsdale School

Webb Rise

Stevenage

Hertfordshire

SG1 5QU

9th March 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

Lonsdale School

Address

Webb Rise, Stevenage, Hertfordshire, SG1 5QU

Tel No:

01438 357631

Fax No:

01438 742583

Email Address:

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

Hertfordshire County Council

Name of Head

Mrs Maria White (Acting HeadTeacher)

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

24/03/03

Date of Inspection Visit		9th & 10 th March 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Bijayraj Ramkhelawon	074611
Name of NCSC Inspector	2	Robert Kittle	
Name of NCSC Inspector	3	None	
Name of NCSC Inspector	4	None	
Name of Boarding Sector Specialist Inspector (if applicable):		None	
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.		None	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		None	
Name of Establishment Representative at the time of inspection		Mrs Maria White (Acting HeadTeacher)	

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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 Lonsdale 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

Lonsdale School was opened in 1971, as a purpose built school for pupils with physical and neurological impairments. It is located in spacious, attractive grounds in the Pin Green area of Stevenage. Pupils at Lonsdale come from Hertfordshire and the surrounding counties following Statutory Assessment of the Special Educational Needs. In 1998, Hertfordshire County Council and the school agreed that it would be funded for 84 places with 26 residential places. The residential accommodation comprises of four self contained units and can accommodate up to 26 pupils per night. The accommodation is shared by two groups of boarders each staying for 2 nights per week. There are four flats with a choice of single and double although a maximum of three can share a room. All of the living and learning areas are at ground floor level. Living accommodation is arranged around gender and peer groups with each unit having it's own kitchenette and living area as well as bedrooms, bathrooms and toilets. All bedrooms are linked to a night monitoring system that alerts the waking night staff if a pupil is unable to sleep or having a seizure. The school provides special fittings and adaptations to meet the needs of pupils. The residential units do not have automatic doors upon approach but all doors have magnetic devices with hold back mechanisms. The school is led by Mrs. Maria White, Acting Headteacher and supported by Mrs Lesley Thompson who is the Head of Care.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school aims to achieve excellence in meeting the needs of every pupil through the provision of high standards of care and education. The management of the school was noted to be proactive and have all the policies and procedures in place to ensure that the overall aim of the school is being met. The school has a good working relationship with other professionals and it was noted that the governors take an active role and interest in the running of the school. The majority of the care staff have completed or currently undertaking their NVQ level 2/3 in care and this demonstrates the school's commitment in ensuring that a well qualified staff team is employed to support the pupils in meeting their individual needs. Pupils spoken with and those who completed the questionnaires stated that they were happy with the activities of the school and they were very complimentary of the staff, the school and their accommodation. There were appropriate systems and processes in place to manage the behavioural, social and learning problems of a pupil. Staff reported that job satisfaction and a sense of belonging to a very enthusiastic and supportive team was their strength. Pupils have access to a very wide range of activities and interests and said that these make their stay very interesting and enjoyable. All the records scrutinised were noted to be in good order. The school has addressed all the requirements and recommendations made in the last inspection.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Apart from the recommendations made in this report, the school should extend the access for wheelchairs to all parts of the grounds and fit automatic doors which pupils have requested. The school has a proactive staff team and should explore with them the possibilities of additional activity areas, access to courses for able students, develop a play area with equipment, develop an independent living centre for post 16 students and develop aesthetic gardens.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Lonsdale School and its staff meet the main stated aim to give personal attention to the educational, personal and social needs of every pupil through a planned and evolving programme designed to achieve the highest potential for each of them. There is a committed staff team, a satisfied group of pupils who enjoy pleasant premises with a wide range of leisure opportunities and a positive, often humorous atmosphere.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

None

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	RSS 25	The school should ensure that the ongoing problem with the hot water system is eliminated to prevent the flow of 'rusty' coloured water from taps.	31 st August 2004.

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	RSS29	All staff should be facilitated with manual handling training including catering and domestic staff.	31 st August 2004

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	YES
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• 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	YES
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)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	09/03/04
Time of Inspection	10:00AM
Duration Of Inspection (hrs.)	31
Number of Inspector Days spent on site	2

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
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The School has a written Statement of Purpose, which accurately describes the purpose and function of both the school and its residential unit. Read in conjunction with the school prospectus, the 'Statement of Purpose' provides a full picture of the range of services on offer, its overall aim, admission criteria, educational objectives, multidisciplinary team work, staffing arrangements and keeping pupils safe. The 'Statement of Purpose' was reviewed in January 2004.

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?

3

Pupils have their own informal meetings to discuss and plan activities of the day and/or the week. There is also a pupil's school council made up of one representative from each class who are voted to present the home's plan, diaries and issues with meals, uniform, planned activities, fundraising and other activities of the school. The school has the relevant Policies and Procedures which are kept in the duty room in the residential sector and are readily available to staff. One of these policies is for guidance and training on consulting with and involving children and their families. The school operates an Equal Opportunity Policy. Currently, there is no pupil where English language is secondary. However, an interpreter can be accessed from Hertfordshire County Council Interpreting Services if required. Other means of communication are used which include English and British sign language, symbols, tactile communication etc. The opinions and views of pupils are sought informally on a regular basis and also through the annual reviews and pupils' questionnaires. The school encourages and advocates independence and opportunities are given to pupils to make everyday choices. Staff spoken with stated that each pupil's rights are respected and they attend their individual annual review especially at the 14+ transition meeting where a Connexions Personal Advisor meets the pupil to discuss the future plan. Staff speak with pupils daily on an individual basis and in groups. Parents are invited to meet with staff and talk about anything of significance.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?**

3

The school has written procedural guidelines in relation to privacy and confidentiality and these are incorporated as part of the 'Staff Induction' training. Files and records pertaining to a pupil are open to the parents and the child. However, a separate file is kept for Child Protection information. All records are securely kept locked in filing cabinets. The school has an Intimate Care Policy which all care staff are aware of and adhere to. A pay phone is provided by the school and some pupils need help when making a call but the majority have their own mobile phones. Some rules apply and pupils are aware that mobile phones must be switched off in classes. The school has a wide range of communication aids such as Deltatalkers, Digivox, symbol charts, audio sound system, minicom etc which pupils can access. In house training is provided for all staff and new staff are allocated a mentor who is an experienced member of staff. The 6th form classroom and other communal spaces are available for meetings. Staff ask pupils before searching in their bags and these are usually for letters, diary etc.

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

There is a comprehensive school complaints procedure that is clear and easy to follow. Pupils who can't talk or write for themselves are aware that they could point to the complaints chart in the school when they want to make a complaint. There are obvious advantages to having one system and details are sent to each pupil at the time of initial contact. All written reports in relation to complaints are reviewed and monitored by the Chair of Governors and all incidents are recorded and details of which are kept. The school is aware that the NCSC should be notified of any serious complaints or incidents. Parents receive general information on how to make a complaint in the school prospectus and more detailed information in the document for parents of boarders. However, there have been no complaints received by the school or the NCSC in the past year. All care staff have received training in relation to the Complaints Procedure details of which are displayed in every flat and classroom. It was noted that the school has other comprehensive mechanisms, processes and communication systems in place to listen to concerns and deal with these at origin.

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?

3

The school follows the procedures contained in the Hertfordshire 'Child Protection Procedures' which is a guide to procedure and practice for all professional staff in Hertfordshire who work with children. However, there are children from neighbouring authorities who attend the school and their policies would be followed if required. The Acting Headteacher and the Head of Care are the designated senior staff for child protection matters. The Child Protection Liaison Officer who covers the North Herts Area also provides training to staff in relation to Child Protection Procedures. As part of their induction programme, the Acting Headteacher talks through Child Protection issues and procedures with all new staff and volunteers. All staff receive training in child protection, details of which is included in the staff handbook. Local interagency protocols on the prevention of abuse etc. are also included. There is a written guidance for any staff who may be subject to allegations against themselves. Anything the school is unsure of is investigated and a very robust approach is followed and documented.

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 school has an anti-bullying policy which includes measures taken to prevent and how to respond to observed or reported bullying. It promotes a secure environment for pupils to build their self-esteem and confidence. They have opportunities for discussion either on a one to one basis or in groups such as the school council, in assemblies or with an independent listener. Staff listen to pupils' concerns and respond to them as appropriate. All staff are offered training in awareness of and effective strategies for countering bullying through preventative programmes incorporated in Personal, Social and Health Education (PSHE) curriculum. The school carries out an internal audit every academic year on behavioural incidents, physical restraints and bullying. An annual report is compiled in relation to Anti-bullying Policy and forwarded to the County. Any pupil who is bullied would receive support from the staff and pupils can choose which staff they wish to speak to. Pupils are supervised and those spoken with confirmed that they were aware of the action to be taken in an event of being or observed someone else being bullied. The school carries out regular risk assessments in relation to bullying. There were 22 pupils who completed and returned the questionnaires and 4 of them responded that they were bullied sometimes. One pupil stated that 'one boy shouts at me' and the other wrote that 'a student sometimes grabs, he thinks its funny but I don't like it'. The other two respondents simply ticked the box.

Percentage of pupils reporting never or hardly ever being bullied

82 %

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 school is aware that all significant events should be notified to parents, NCSC and appropriate authorities. Any member of staff who was dismissed for unsuitability to work with children would be notified to the relevant party under the Protection of Children Act. There have been no serious incidents requiring notification in the past year. The school's policy is that any action or investigation of a notifiable event would be fully documented, a written record kept and the appropriate authorities informed. Each pupil has a diary where all the daily activities participated in are recorded and parents are kept informed of any incidents. The residential staff have a system whereby parents receive prompt notification of any allegation that a pupil has committed an offence. The school is aware that any serious concerns about the emotional or mental health of a pupil would be referred to the school's own Paediatrician in the first instance and who would then refer to the appropriate health services if required.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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**

The school has written procedures identifying action to be taken by staff when a pupil is known to be absent without authority. Should a child report that they went missing because of abuse, the school would notify the appropriate services dealing with Child Protection. Where pupils have parental permission to be absent from the residential unit, the level and circumstances are normally agreed in advance. Care staff are aware of the measures that they should take to prevent a child from leaving without permission. There is a policy on physical restraint but such measures would normally be part of a package of Positive Handling Programme, agreed in advance and recorded in the care plan. If a child does not arrive to school, the parents are contacted. The school also have routine checks carried out through out the day and staff are made aware of appointments which pupils would be attending away from school during the day.

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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It was noted that relationships between staff and pupils were generally positive and appropriate. Although there is a culture of formality with staff, a great deal of good humour was employed. Pupils and staff are very clear about school rules in relation to behaviour and these are firmly and consistently reinforced. The school's 'Code of Conduct' is displayed in each flat and it also has its own policy on 'behaviour and discipline.' All staff are trained with an approved method of control which as a first resort teaches the use of de-escalation techniques and strategies to diffuse situations. All staff in direct contact with pupils have also received training in positive care and control, including praising pupils for their achievements. The 'achievement' of ethos is announced in assembly and displayed on notice board for the week. These are also entered in record of achievement files which are calculated at the end of each term. Pupils spoken with expressed a sense of pride when they are honoured with these achievements. Some have set their own targets in achieving these stars. Residential staff have established safe, consistent and understandable boundaries for boarders. In the meeting with the inspectors the pupils confirmed that staff are even handed and do not show favouritism and that they were happy to be at the school. Communication between staff and pupils that was observed by inspectors was noted to be very positive. Inspectors were impressed with the empathy and attention staff displayed towards pupils and the inclusive way the school is conducted. Many of the staff also function as share carers and there is a high level of social links both formal and informal. Adequate number of staff are allocated on duty per shift in each flat.

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?**

4

The school has its own 'Behaviour and Discipline' policy which includes the 'Code of Conduct', guidelines for all staff to minimise disruption, recording and reporting incidents of poor behaviour, positive handling/management programmes, rewards and sanctions and physical intervention. Measures of control and sanction are based on establishing positive relationship. This involve devising the 'positive handling/management programme where a pastoral questionnaire is used to collate information from every staff involve in the care provision. These programmes are shared with pupils, parents and all relevant staff. Positive handling programmes for particular students are reviewed on a termly basis. Internal audits are presented to the Curriculum and Learning Committee. Rewards and sanctions are only used following the decision of a multidisciplinary review and records of all sanctions used are entered in the 'Red Book' with all relevant forms and documentations including the views of the pupil. The use of 'exclusion' is part of the County policy. Controlled and careful physical intervention is only used by authorised members of staff who are directly involved in working with the pupils. This is used as a last resort to avoid injury to the pupil or others in accordance with the HCC Physical Restraint Policy. Each staff signs a declaration stating that they have read and understood the school's policies including whether they are authorised to use physical intervention or not. Overall, behaviour of pupils during the inspection was observed to be good, courteous and helpful. Pupils were generally well motivated and enjoyed staying at the school. The school also has a Police Liaison Officer who visits the school. The school has a merit system as well as very clear systems in relation to sanctions and restraint which are regularly discussed and monitored.

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**

The school has an admission criteria devised and agreed in conjunction with the Hertfordshire County Council, Children Schools and Families department which is the admitting authority. The school processes initial referrals for residential placements and pupils are offered a 2-day placement, either on Mondays and Tuesdays or Wednesdays and Thursdays. Offer of placements are made in writing to parents with an invitation to visit and view the school with the prospective pupil. Prior to the offer of a placement, the school receives all the necessary information and reports about the pupil. On agreement, a transition programme is planned. Staff are prepared to receive and support new pupils for a smooth integration into both the class and the residential unit. Preparation for reception of pupils includes showing round the school, their allocated accommodation, their bedrooms and introduction to staff. Parents are provided with all the relevant documents and information about the school and how to contact them. Leaving processes are planned with the early involvement of the Connexions Personal Advisor who is the link person for ensuring the smooth transition of pupils from Lonsdale School to Further Education or Training. She meets the pupil at the 14+ annual review. The school's careers education and guidance programme includes discussions about options for leavers, individual advice and planning sessions, work experience and exploratory visits to colleges. The Connexions Personal Advisor works very closely with the school, the parents and the pupil. She assists in the planning for the future placement of the student. Individual reviews with the involvement of all interested parties take place on a regularly basis and this forms part of an ongoing progression to individual's needs and aspiration. Once a future placement has been identified the school works with that place to ensure a smooth transition. It was noted that the above processes are well managed and the school maintains good contact with families and carers.

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**

Residential care staff and the teachers work in concert to ensure that individual pupil's educational progress is maintained. Each care staff is linked to a class group and is involved in reviewing pupils' care plans and Individual Educational Plans (IEPs) in conjunction with the class team. Pupils who use the residential facilities as boarders complete their homework between 4-5 pm and staff are on hand to provide guidance and encouragement. There is a wide range of activities provided during the evening in each flat and pupils spoken with said that they enjoyed board games, colouring, making cards, going out to bowling, cinemas, swimming etc. They also said that they were happy with these programmes and that the school is flexible in allowing them to engage in a different activities of their choice. Time is also spent in socialising with pupils from other flats.

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**

The residential school offers a variety of in-house activities and use the external grounds during the summer. There are televisions, video recorders and music centres in each of the house lounges, together with other games. Trips to local facilities include going to the Cinema, Bowling, shopping, Leisure Centres etc. The school has established links with mainstream local primary and secondary schools and other parts of the county. Some of the pupils integrate on a part time basis into these schools. There is some opportunity for leisure activities before supper and bedtime. All equipments are reported to have regular checks, maintenance carried out and risk assessments undertaken. Various risk assessments were seen for activities carried out both at school and off the premises. Magazines and videos brought in from home are checked by staff to ensure that these are age appropriate. Hobbies are encouraged and supported.

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?**

4

Registered paediatric nurses provide a 24-hour cover and any pupil requiring medical attention would be seen immediately, assessed and appropriate action taken. In an emergency, a doctor, who is local, to the school can be contacted or the pupil taken to the local hospital. Any pupil taken for medical attention would usually be accompanied by a member of staff as appropriate to their age, wishes and the circumstances. Annual dental checks are carried out but vision checks are done by the school nurse in years 5/6. The Audiology Services provide hearing checks in reception/year 1, year 5 and at other times if required. A medical review with the school Paediatrician and other health professionals as well as those involved in the pupil's care is held on an annual basis. The school aims to provide the best education and care for each pupil and has implemented a Multidisciplinary approach. It has a close liaison with other professionals including the community Paediatrician, Paediatric Nurses, Physiotherapist, Occupational Therapists, Speech and Language Therapists and the Hertfordshire CSF. Each pupil has a written health plan which is regularly updated by the nursing staff. The school has a medicine policy and currently there is no pupil who self-medicates. All medicines are administered by registered nurses who also train care staff to administer rectal diazepam for pupils who suffer from epilepsy. The records for the administration of medication were kept in good order. There is a good professional relationship between the nurses and the care staff and they work as an extended team. This team has a joint understanding on child protection issues as nurses have a slightly different protocol. There is a good system for sharing information on a recognised need to know basis. The procedures that both teams have in place will support any pupil. Staff spoken with stated that they ensure the privacy and dignity of pupils are maintained at all times specially those who require intimate care. They are also sensitive to individual's emotional and physical needs and provide support as required and as greed in their care plans. The school has a health education programme which is also promoted by the residential staff as appropriate. Residential staff receive first aid training and issues of personal hygiene are dealt with sensitively. Each pupil has an annual medical examination as part of their statement of educational needs.

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 school provides adequate quantities of suitably prepared wholesome and nutritious food with particular attention paid to pupils with special dietary needs. Meal times were noted to be orderly, well managed and pupils had a choice and preferences. Additional drinks and snacks are available to boarders at reasonable times. Menus showed that the meals were well balanced and nutritionally sound. Past menus are kept and bear testimony to the variety of meals provided, (including specialised meals where required). All meals except for supper are taken in the school dining room. Both lunch and tea are provided with cooked meals. Supper is planned on a weekly basis and stock taken from the main kitchen. There are some pupils who are on reducing, non-dairy products, diabetic and vegetarian diets. There are currently up to 6 pupils who are tube fed. Each flat has its own kitchenette and the furnishings are suitable for the numbers and needs of pupils. All residential staff have obtained food and hygiene certificates. Pupils spoken with said that they enjoyed the food and it was noted that alternatives to the menu is also provided.

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

Pupils bring their own clothing/toiletries to school to last their stay and are provided with adequate space to store these in their rooms. School uniform is worn by all pupils except those who are in the sixth form. Pupils were observed to be dressed appropriately once they had changed out of their uniform after school. Pocket money is brought in by pupils and staff look after for younger or less able pupils. Money is kept in individual purses or wallets and securely locked in the office. Any transaction or expenditure occurred is signed by each pupil or member of staff.

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 pupil has a comprehensive care plan. Care plans were excellent and the school was waiting for some of the pupils photos to complete the plans. IEP progress reports are also carried out and an achievement award is given for particular progress made. Each pupil has a curriculum record and an annual review is carried out. Care plans scrutinised showed that the school has identified individual's needs and is aiming to meet these on a day-to-day basis. Each care plan is regularly reviewed and amended as necessary to reflect any significant changes in the pupil's needs and progress. Care staff from each flat are allocated to a class to support the co-ordination of the care plans for pupils in the group. Pupils spoken with confirmed that they were aware of the staff keeping a file of their daily activities in the residential office but did not wish to access it.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

3

Most of the records required by this standard form part of the pupils' care plans and some information is also kept at the school. The Head of Care stated that the school holds copies of educational statements, review documents and parental consents. There are also correspondences and quick references for contacts in an emergency. In relation to dietary, health and dental needs for pupils, the staff in each flat are aware of and ensure that these are met. Appropriate records for tests and other medical examinations carried out at the school as well as all care plans are securely kept. Pupils are supported to be actively involved in their IEP and their care plan reviews. Some records are kept within the units and these are 'working documents' which are available for pupils to read. Boarders are aware that they can access their care plans on request to any member of the residential team, although third party information would first need to be removed if the author had not given permission for it to be shared. Data protection information is kept locked in staff office which is available to staff. All details listed in this standard are contained within the school records and it is understood that the school retains records for at least 21 years from the date of birth of the individual.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

3

The residential unit maintains clear records on boarders and the school has full records of the staff it employs. All admission records are kept at the main office and a visitors' book is kept at the reception desk. Staff duty rotas for the flats were provided to the inspectors and it was noted that adequate number of staff were rostered on each shift. Major events that affect the pupils are recorded and some of the records listed in this section including personnel files, accident book etc are kept at the main office. Past menus are retained by the staff in the main kitchen and the school's recruitment process complies with current requirements and all records are retained for at least five years.

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

Each pupil has 2 nights stay per week. The school has an 'open door' policy for visiting. Pupils have regular contact with their parents as they send and receive telephone calls. Some pupils have mobile phones provided by their parents to enable them to remain in touch. There is also a pay phone available at the school. Pupils are able to meet with their parents and other visitors at the school in comfortable and private surroundings. Staff receive training to develop skills to work with children and their families. Parents who attend consultation evening are encouraged to visit the pupils in the flats. The school hold numerous functions where families and parents are invited. These include family get together, coffee mornings etc and meetings with staff and parent as part of this Association. The school supports families and there were many examples of flexible boarding to meet family needs and also by positive choice. There is an Independent Listener who visits the school twice half termly. She meets with pupils on an individual basis and completes a report on each child she meets with.

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?**

9

This standard is not applicable.

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

The school actively promotes the involvement of children in social groups and counters isolation of individuals. Pupils are able to mix with and involve with the mainstream local schools they also access local communities facilities. Pupils are able to contact any member of staff with personal or welfare concerns. Alternative means of communication include the use of Deltatalkers, Digivox, symbol charts, audio sound system, minicom etc with the support of a Speech and Language Therapist. The school does not admit pupils whose primary needs are issues around abuse prior to admission. However, if it known later then the school would provide support. Pupils would be given appropriate support following any traumatic incident or bereavement.

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
<p>The school is located in a pleasant area of Stevenage with lots of space to allow pupils to walk in safety. There are four flats, each accommodating up to seven pupils. Some pupils choose to have a single accommodation and a maximum of three can share a room. All of the living and learning areas are at ground floor level. Living accommodation is arranged around gender and peer groups with each unit having it's own kitchenette, dining room as well as bedrooms, bathrooms and toilets. The arrangement allows for social mixing of genders without impinging on privacy. All bedrooms are linked to a night monitoring system that alerts the waking night staff if a pupil is unable to sleep or is having a seizure. The school provides special fittings to improve lighting in the flats and adaptations to bath hoists, toilet chairs, standing frames, electric wheelchairs etc. Light switches are fixed to low level and all areas accessible by wheelchair users. Special feeding equipments with rimmed plates are provided. There is additional system for pupils with hearing impairment i.e. amplifier on phone. There is an identified charging bay for electric wheelchairs. The residential flats do not have automatic doors that open upon approach but all doors have magnetic devices with hold back mechanism. Pupils stated that it would be helpful if all the doors were automatic and requested that these mechanisms should be fitted. The home has adequate space for wheelchair users. All aspects of moving and handling are risk assessed. The Occupational Therapist assesses the home and premises. Currently, the CSF uses the Pennine flat for respite care services from Friday night till Monday morning. Generally this arrangement does not impinge on the existing pupils. There is a keypad system in use on the front and side entrance and an alarm system is in place to provide security through out the school.</p>		

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?**

3

The residential accommodation is appropriately decorated and furnished to an acceptable standard. However, 2 of the flats were planned to be redecorated and the other 2 are on a rolling programme. The flats are laid out in a homely fashion, with pictures, photographs and fittings, such as lampshades. The houses were clean and free from offensive odours. It was noted that there were ceiling tiles taken down for boiler work and these should be replaced. Bedding, floor covering, curtains, heating and lights were all satisfactory. All bedrooms have adequate storage space. The grounds were safe and pupils were aware of the areas where they could and could not go. Pupils were accommodated according to age and gender in either single or shared bedrooms. There were adequate facilities to enable pupils to pursue hobbies, interests and leisure activities. There are rooms where visitors can be seen in private, if they wish. All windows are fitted with restrictors. There is a call system in place and there is adequate lockable space available in each bedroom for pupils to keep their valuables. The school has a laundry with two washing machines, a tumble drier and ironing facilities for bedding and some clothing. A new washing machine with sluicing programme was fitted on the day of the inspection. Pupils who are able are supported by staff to do their washing and a laundry person is employed on a part time basis.

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

Each unit has a large bathroom which includes shower beds, toilet chairs, walk-in shower and domestic size bath. Major work to repair the hot water system was carried out at Christmas and the system is much improved. Nevertheless, rust is still present in the water when not run for a week or so. However, re-plumbing is planned for this summer. Staff have separate facilities for their exclusive use.

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

The school conforms to fire safety legislation and staff are alert to Health & Safety issues. These issues include the many aspects of the school activities such as driving the minibus, administration of medication, avoiding risks of infection from blood and body fluids etc. Pupils and staff are aware that there are hazards in the school and its grounds but these are risk assessed to ensure that these are minimised and managed. General risk assessments are also carried out for off site activities. All risk assessments are reviewed periodically and updated according to change in needs. Risk assessment is also carried out for pupils who use the 'bed rails' and these are kept in individual care plans. Records of fire alarms tests, fire drills, emergency lighting, the inspection of gas installations and electrical equipment, servicing of boilers were kept in good order.

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 appointment of staff working in the residential provision is done at the school and relevant paperwork is kept. However, most staff have been in post for a number of years. It is the practice of the school to send off for checks with the Criminal Records Bureau and to keep copies of the responses. A number of these were shown to the inspectors. In addition there is a section of the application form where staff must declare whether they have any convictions. Staff do not work alone and the Head of Care stated that the measures taken by the school are adequate for the safety and protection of pupils.

Total number of care staff:

11

Number of care staff who left in last 12 months:

2

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

The staff rotas confirm that a minimum of two members of the residential care staff are allocated in each flat and all staff start their shift in the afternoon on Mondays to receive pupils after their weekend. Care staff work split shifts on Tuesday, Wednesdays and Thursdays to complement the needs of the school. Morning shift is covered on Fridays when pupils return home for weekends after school. At night there is a registered nurse and a waking care staff with another member of staff on sleeping-in duty. Staff rotas confirm that there are adequate numbers of residential care staff rostered on duty during the day and night. Staff also work flexible hours to meet the needs of the school at other times. Senior staff including the Head of Care who live on site are also available in an emergency. There are regular staff handover during each shift. The majority of the care staff have completed the NVQ level 2/3.

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

New members of staff undergo an induction programme and work alongside more experienced staff members and learn from them. No member of staff is allocated to work alone. Each new staff has a mentor and at the end of the probationary period, the Acting Headteacher and the mentor convene a meeting for the final review with the care staff. Each staff has a Personal Development Plan and receives supervision and an annual Performance Management Interview. Staff spoken with confirmed that they have attended all mandatory training. However, it is recommended that catering and domestic staff should also be facilitated with moving and handling training. All residential care staff are given training on medication, behaviour management, listening skills and Child Protection. They also have access to policies and procedures and a full set is also kept in the main office.

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 residential staff receive formal and informal professional support and performance management and a confidential record kept. Care staff are included in the whole school annual appraisal process. There are also frequent informal contacts between members of staff and the senior managers. They are supported through a range of written policies and procedures (and a 'read and sign' system is in place to ensure that they have each had access to the latest revision). Smoking is not permitted on site. There is a link working system where each care staff work closely with a class group and attends the review meetings. The Acting Headteacher networks with other head of schools and she is supported internally by the school Governors.

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 Head of Care stated that the staff duty rotas allow ample time for supervision, meetings, handover sessions etc as required by this Standard. She has successfully completed the NVQ Level 4 in management of care and is currently supporting 3 care staff who are undertaking the NVQ Level 3 in view of qualifying to be an assessor. Pupils are not given responsibility over other children and there has been no allegation of abuse by a member of staff against a pupil. School and County policies and procedures are in place to ensure that staff respond to emergencies. Parents are given details of school policies in the school prospectus and addendum for the boarding flats. The Acting Headteacher undertakes to provide parents with information about how to contact the local Social Services Authority and the National Care Standards Commission. There are 5 care staff who are currently undertaking NVQ Level 3 in Care for Children and Young People.

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

X

%

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?**

3

The Acting Headteacher or a delegated person undertakes most of the checks required by this standard. The Head of Care reviews pupils individual the care plans. As part of the school's procedures, the Acting Headteacher checks, monitors and carries out regular audits of the records of accidents, sanctions, restraints and major incidents. The school is aware that the National Care Standards Commission is notified of any significant events that occur within the residential unit. The Headteacher also signs and monitors all the records listed in this standard except where records are delegated to a senior member of staff. She also takes action in relation to any concentration, trend or pattern in recorded issues. The Acting Headteacher prepares a termly report which is presented in the Governors Committee. Yearly reports are produced by the governors which are sent to parents.

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

Members of the governing body undertake termly visits to the School. These visits and the resulting reports which cover a wide range of topics also include on the conduct and operation of the residential flats. Copies of these reports were made available to the inspectors. The Acting Headteacher is aware that copies of the NCSC reports are made available to staff, pupils, parents and placing authorities.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

None

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 9th and 10th March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

A copy of the Head's response can be obtained from the Area Office.

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

Amendments to the report were necessary

 YES

Comments were received from the provider

 YES

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

 YES

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

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 _____, 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

Action plan was received at the point of publication

 YES

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

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.