



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Annes Community Special School

**St Helens`s Drive
Welton
East Yorkshire
HU15 1NR**

Lead Inspector
Lynne Busby

Announced Inspection
16th January 2006 09:30

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school St Annes Community Special School

Address St Helens`s Drive
Welton
East Yorkshire
HU15 1NR

Telephone number 01482 667379

Fax number 01482 334691

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** East Riding of Yorkshire Council

Name of Head Mike Stubbins

Name of Head of Care Philip Easingwood

**Age range of residential
pupils**

**Date of last welfare
inspection** 7th March 2005

Brief Description of the School:

St Anne's school is situated in its own grounds in the village of Welton to the west of Hull. Access is available to public transport, shops and leisure facilities.

The school caters for pupils aged from 2 to 16 years. All pupils have a statement of special educational needs and have severe learning difficulties, or profound and multiple learning difficulties.

Within the residential unit, boarding facilities are offered to all the children over 5 years who attend the school, on what is a 24-hour curriculum basis. At the time of the inspection, 45 of the 71 children on the school roll were using the residential facilities at various times, for overnight stays. Children board for two consecutive nights each week although younger children generally board for one night each week. Children are also able to board at weekends. However, this has not been available over recent weeks due to staffing problems - it is envisaged that weekends will be available again from the end of January 2006. The residence is open throughout the year, apart from two weeks in the summer and some days during the Christmas and New Year period and all Bank Holiday weekends.

Boarding is provided in a single storey block adjacent to the main school with accommodation provided in single and shared bedrooms. The unit is separated into areas each with bathing and toilet facilities, a lounge and a dining and kitchen area where snacks and drinks can be prepared in the evening.

SUMMARY

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

The inspection of the school was undertaken over two days with a previous pre-inspection meeting. This was an announced inspection and was conducted by two inspectors, Lynne Busby and Marcia Mackey.

The inspectors spoke to the Head of Care, three staff members, the catering staff and ancillary staff, a governor and the Head teacher. A staff member gave a guided tour of the premises. The inspectors stayed at the school for breakfast, lunch and tea.

In addition, the inspectors received eleven parents questionnaires, two placing officers questionnaires and written responses from three visiting professionals. These responses are reflected within the report.

What the school does well:

The school has a whole school approach and offers a 24-hour curriculum that provides consistency for the pupils and furthers their development. One staff said, "all children leave with something they have achieved". A parent also said that they were "extremely happy with the past achievements and looking forward to the future ones". The staff communicate effectively with the children using a variety of techniques available. The staff have a child centred/child focused approach and work well with each child in meeting their individual needs. The staff group are motivated and enthusiastic and are supported by a strong management team that is open and approachable.

The parents were positive about the care provided and comments received included "I cannot praise them enough" and "they do a good job - it isn't easy to look after many different children with different needs".

The school have a commitment to offering training to staff and a number of staff have achieved NVQ Level 3 in Caring for Children and Young People and others are working towards this.

What has improved since the last inspection?

The school have introduced a six monthly appraisal system for staff. This is in the early stages and the inspectors will have a clearer view of this working in practice at the next inspection.

The school have installed ceiling tracking in some bedrooms and a bathroom to assist staff in moving and handling. The staff are currently all being trained to use this equipment.

What they could do better:

The local authority should ensure that resources are made available to the school to allow for the completion of the redecoration and refurbishment programme that has begun in the residence. This should include the heating system.

There needs to be a system in place to record complaints that does not restrict the issues complained about. The complaints procedure should be in a suitable form for children with differing learning needs and presented in a manner that suits a child's preferred method of communication.

Whilst training is available for staff on child protection this needs to be available for all ancillary staff.

The recruitment of staff should ensure references are in place and that the school contact each referee to verify the reference.

Whilst supervision is in place, the Head of Care should ensure all staff receive supervision every half term and new staff receive supervision fortnightly during the first two terms.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Achieving Economic Wellbeing

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Being Healthy

The intended outcomes for these standards are:

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

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

14,15

The children are provided with a healthy environment and their health and intimate care needs are identified and positively promoted. The children are offered a range of meals to meet their dietary needs.

EVIDENCE:

There is a school policy that covers the health care of pupils and written guidance is provided for staff in the staff handbook regarding the delivery of health and personal care. The staff have a positive approach in promoting personal and health education. The school has positive links with health professionals who regularly visit the school and provide a range of health services for the children.

Many of the children have complex health needs and all pupils have a health care plan, agreed with parents, that is known by all of the staff.

The senior staff only administer medication and children are only given medication that is prescribed for them. A clear system is in place for administration, storage and stock control. A small number of children are prescribed rectal diazepam. Staff are given training on the administration of this from the school nurse. There is a policy on invasive medication in the staff handbook and each child has an individual plan regarding the administration of such medication.

Staff informed the inspectors that there is always a trained first aider on duty. Accidents or injuries and significant illnesses are recorded. It was noted that consents from parents regarding administration of medication, first aid and urgent medical attention is recorded on the children's files.

The inspectors had breakfast and tea with the children. Mealtimes were a social occasion and well managed by the staff. When asked if they liked the

food one child said “nice food”. The children were observed to enjoy the food on offer and staff demonstrated an awareness of individual children’s likes and dislikes. A sample of menus were inspected. Meals are planned centrally by staff employed by the local authority but cooked on site.

Some children require feeding through gastrostomy tubes and staff are appropriately trained to do this procedure. Children are included in the mealtimes whatever their feeding requirements are. Children are helped in a sensitive manner according to their needs and encouraged to be independent.

Staying Safe

The intended outcomes for these standards are:

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

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

3,4,5,6,7,8,10,26,27

There are effective systems in place to protect children from abuse and bullying. There is a complaints system in place but this needs to be accessible to all children whatever their communication needs.

EVIDENCE:

There are child protection procedures available in the staff handbook and these include a whistle blowing policy. Staff demonstrated an awareness of the policy and the need to inform the senior management team if they had any concerns. The school have a child protection coordinator who covers both the residence and the school. She ensures residence and school staff have updated training.

However, the ancillary staff do not have child protection training. The school plan to send senior staff in the residence on further child protection training so they can take responsibility for liaison with other agencies out of school hours, when the designated child protection coordinator is not on site.

There is a complaints procedure available in the school prospectus and parents information pack and this includes how to make a complaint to CSCI. There is a children's guide that uses symbols and introduces the unit and the staff working within it. This could be extended to include the information that children can say if they are unhappy. Staff demonstrated a good understanding of the needs of individual pupils and the different ways in which they communicate.

The Head of Care advised there had been no complaints made to the school since the previous inspection. However, there was no system for recording complaints. During the inspection one complaint was received and the school were dealing with this. Nine of the eleven parent questionnaires indicated they have information about how to complain. One parent said "no complaints or concerns whatsoever".

There is a system in place to notify relevant agencies about significant events.

Staff are aware of the need to respect privacy and dignity and this was observed in practice during the inspection. There is a policy in place on privacy and confidentiality and this includes searching a child's possessions. The staff receive training with regard to aspects of physical intimate care that may require medical intervention and with regard to moving and handling. Policies are available in respect of helping with intimate care.

The school has a policy in relation to children who are absent without authority from school and/or who run away from school. A system is in place for monitoring unauthorised absences from school.

The school has a policy on bullying and this is available in the staff handbook. There are risk assessments in place for areas where bullying may occur and this is included in the buildings risk assessments.

There is a managing children's behaviour policy, which includes appropriate and inappropriate sanctions. The school operate the 'team teach' method of positive care and control and staff explained that they rarely had to use any physical interventions. Staff were aware of the sanctions that they may use. The Head of Care and child protection coordinator regularly update the staff in positive care and control and the Head Teacher advised that it is intended that the school will have their own 'team teach' trainer in the coming year.

There were checks in place for electrical installations and portable appliance testing. However, some of the portable appliance test certificates were out of

date. The Head of Care was going to follow this up. Fire drills are regularly held and the children clearly knew how to evacuate the building. Risk assessments are in place for all health and safety issues.

The inspectors checked three staff files and found that one staff member had no references and one staff member had only one reference. There was no evidence that contact by the school had been made with each referee to verify the reference. A proforma has been developed for checking all information is received before an appointment is made. All staff had CRB clearance before starting at the school.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12,13,22

There are a variety of opportunities for the children to participate in activities and enjoy themselves. The children receive individual support to enable them to progress in education and in their daily life.

EVIDENCE:

The school has a whole school approach with regard to the education and pastoral care of the children. The school define this as "providing a 24 hour curriculum". The children in the residence take part in communication groups each evening before tea that continues the curriculum. The residence staff work closely with the teaching staff to promote a consistent approach.

The residence has a range of activities available for the children to be involved in, both within the school/residence and within the community. These include board games, books and toys as well as television, videos and a computer. The children were observed to engage in a variety of activities throughout the evening. External activities are arranged and a group of children went swimming, which is a regular weekly activity. In addition there is a disco held at a local school which some of the children attend.

The children each have a link worker who gives individual support. The identified needs of each child are well documented. There are specialist health services within the school working closely with all other staff to ensure continuity of care.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2,9,11,17,20

The children are actively supported and encouraged by the staff to participate in making decisions about their lives, and staff understand their needs and are able to respond. Admission and leaving the school residence is carried out in a planned manner with the parents and children.

EVIDENCE:

The staff work hard to promote opportunities for children to make choices in their daily lives. This was observed in practice during the inspection at mealtimes and during activities.

Parent's questionnaires indicated that communication and care provided was satisfactory. The Head of Care advised the inspectors that this is an area which they would like to develop further. There was a school council for the children and they would like to revive and adapt this so children can have a voice and influence the way the school is run.

The staff demonstrated they have a good relationship with all of the children and were able to balance group needs and individual needs. Observations of the children indicated they were very happy during their time in the residence.

Feedback from parents was very positive about the level of care and support. One parent stated "It's a positive spirit and positive staff" and another stated "caring friendly staff".

The admission to the residence is tailored to the individual's needs of the children and is subject to the availability of beds.

All children have a statement of special educational needs that has identified the individual pupils needs and how the school should meet them. Files kept on pupils contain individual education plans (IEP), positive behaviour plans, key information sheets and health care plans, including details of medication. Regular reviews of the progress of children are undertaken and documented.

Children who express a wish to contact parents during their overnight stays at the residence are enabled to do so. In responses to questionnaires, parents confirmed that communication is good.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16,21,23,24,25

Overall, the internal layout of the building is poor but the staff work hard to ensure that the children's needs are met.

EVIDENCE:

The children bring their own clothing to school and this is put in their rooms by the staff ready for when they return to the residence after school. The children can bring pocket money with them and this is for personal items or activities.

Staff at the school contribute to transition planning for all pupils when they reach an appropriate age. The residence staff are not involved in statutory reviews of any child who is looked after but the Head of Care said the school staff attend these.

The building that houses the boarding accommodation is set close to the main school building and accommodation is on one floor. The previous inspection report identified the fact that some of the corridors and doorways in the school are narrow. Although it could be said that the space is not ideal, staff are able to manoeuvre children in wheelchairs through doors and along corridors and make the best use possible of its facilities. The residence is separated into smaller areas that allow staff to work with children in smaller groups. Each area has a mixture of lounges, toilet/bathroom facilities, small kitchens and bedrooms. Bedrooms allow sufficient space for the children who are accommodated and for storage of their belongings.

The residence is bright and well decorated the inspectors noted that the heating is not consistent throughout the building and there are pockets where it is notably cooler. The team of domestics ensure that it is kept clean.

The Head of Care explained the alterations that are planned for the building and this includes the heating system and alterations to the bathroom facilities. Since the previous inspection ceiling hoists have been installed.

Management

The intended outcomes for these standards are:

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

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

1,18,19,28,29,30,31,32,33

The Head Teacher is supported by a dedicated staff team and by the governing body. The children's needs are met by staff that understand and can meet their individual needs. Case files sufficiently reflected children's needs, development and progress.

EVIDENCE:

The school produces a comprehensive brochure that contains the statement of purpose and parents information. The residence produces a pupil brochure that has been reviewed and uses symbols and pictures.

The records are kept on each child and files and information is easy to locate. However, the inspectors found that not all information was cross-referenced. The Head of Care is aware of this and was dealing with it.

There are currently 25 staff in post, which includes three senior care officers and a Head of Care. The school have had staff shortages in the past so the residence was closed at the weekends - this has now been rectified and new staff have been appointed. The staffing rotas demonstrated that there are adequate staffing levels.

The staff have attended training sessions during the last year on child protection and positive care and control. The school has been proactive in ensuring staff are working towards NVQ Level 3 in Caring for Children and Young People. Children use a variety of methods of communication. Staff undertake training to develop their skills and continue to practice signing at weekly training sessions. A number of staff do cooking sessions with the children; it is recommended that these staff undertake a basic food hygiene course.

The school have a formal supervision process and have just begun an appraisal system. However, not all staff are having supervision every half term. There are arrangements in place for the head of the school to have professional supervision. Staff said that the managers supported them.

The staff have a handbook that contains a range of policies. Staff meetings take place very regularly and the inspector observed one during the inspection.

The Head of Care is experienced, holds a nursing qualification and retains his PIN number. However, the Head of Care needs to hold a further qualification in childcare or childcare and management. He is to register in the in the near future for the Registers Managers Award in childcare.

The Head Teacher completes an annual report on the operation of the school's welfare provision and monitors records on a regular basis - this should include the signing of records.

The governing body have a governor who is responsible for visiting the residence. Although the visits have been taking place, a written report has not been completed during the last term. The inspectors were informed that this would recommence this year.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	4

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	3
24	2
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	3
28	3
29	2
30	2
31	2
32	2
33	3

Yes

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action
1	RS4	The residence should have a system in place to record complaints that does not restrict the issues complained about. The complaints procedure should be in a suitable form for children with differing learning needs and in a manner that suits a child's preferred method of communication.	31/03/06
2	RS5	All staff including ancillary staff should have child protection training.	31/03/06
3	RS24	The local authority should ensure that resources are made available to the school to ensure that refurbishment within the residence is completed. (Previous recommendation - target date 1/09/05 - not met) The refurbishment should also include the heating system throughout the building and especially the bathrooms.	31/03/06
4	RS27	The schools recruiting system should include two written references, including the most recent employer. The interview should include a written record of the outcome.	31/03/06
5	RS29	Staff that are involved in cooking should hold the basic food hygiene certificate. (National Minimum Standards Appendix 2).	31/07/06
6	RS30	Staff should have supervision each half term and new staff should receive one to one supervision at least fortnightly.	31/03/06
7	RS31	The Head of Care should hold a qualification in childcare or childcare management (such as the Registered Manager's Award in Child Care) or be registered to complete such an award.	30/09/06

8	RS32	The Head of the school or a senior member of staff delegated to do so, should sign those records detailed in Standard 32.3 to identify patterns or issues requiring attention.	31/03/06
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Commission for Social Care Inspection

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