



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Wolverdene Special School

**22 Love Lane
Andover
Hampshire
SP10 2AF**

Lead Inspector
Brian McQuoid

Unannounced Inspection
27 September 2006 10:00

The Commission for Social Care Inspection aims to:

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

Reader Information	
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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 Wolverdene Special School

Address 22 Love Lane
Andover
Hampshire
SP10 2AF

Telephone number 01264 362350

Fax number

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** Hampshire County Council

Name of Head Mr Richard Ford

Name of Head of Care Mr Sean Yates

**Age range of residential
pupils** Of primary school age.

**Date of last welfare
inspection** 18/07/05.

Brief Description of the School:

Wolverdene is a Hampshire County Council Residential Special School that provides day and weekly boarding places for primary age children who experience emotional and behavioural disabilities (EBD). The boarding provision named 'The Lodge' is situated adjacent to the school in a separate building and can accommodate up to 10 male residents.

SUMMARY

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

The inspection took place on an unannounced basis and the inspector spent a total of 9.5 hours at the school assessing the residential provision against the key standards for Residential Special Schools. The inspector met and spoke with the school's head, the head of care and the staff on duty in the Lodge. All of the children resident at the time of the inspection were spoken with, and in addition the inspector spoke with the parents of four children by telephone. Relevant documentation and records were also examined and the inspector joined children and staff for their evening meal.

What the school does well:

The Lodge continues to provide a homely environment for children within which they feel safe and well cared for. The children are cared for by an experienced and skilled staff team who are well managed and relationships between staff and children are excellent. Children receive extremely good levels of individual support according to their need and there is also very good support provided for their families also. All of the parents contacted were extremely positive about the school's residential provision and the care provided for their children. 'Very impressed', 'Extremely happy', 'Noticeable change', 'Remarkable progress', 'Changed completely', were some of the comments parents made in relation to the school and the progress their children had made since becoming boarders. In addition the school had undergone an inspection by 'Ofsted' in November 2005 which had described the school's boarding provision as 'Outstanding'.

What has improved since the last inspection?

All of the recommendations of the previous report have been satisfactorily addressed. The manager of the Lodge and a member of the care team are both undertaking the NVQ Level 4 in 'Caring for Children and Young People' and are scheduled to complete the award before the end of the calendar year. In

addition the deputy head of care is scheduled to commence the award shortly with the three remaining members of the care team due to start the NVQ Level 3 this year as well. In addition since the last inspection the school have appointed a social worker who is able to liaise between school and home, undertake home visits and work with families. A new referral form has also been introduced for residential placement.

What they could do better:

There is a need to better evidence the involvement of children in the care planning process and to review the night time security arrangements in relation to the siting of the alarm. In addition, a formal process needs to be in place for the monitoring of internal matters as detailed in the National Minimum Standards.

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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Enjoying and Achieving

Making a Positive Contribution

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.

Quality in this outcome area is good. This judgement was made using available evidence including a visit to this service.

The lodge provides an environment for children within which their health needs are identified and addressed appropriately.

EVIDENCE:

Children board at the Lodge on a weekly basis and so parents and carers retain the prime responsibility for meeting their children's health needs. Children remain registered with their local GP and dentist with the school having the necessary written permission for emergency treatment to be administered should it be necessary. Information on the health needs of individual children is obtained by the school prior to them commencing boarding and these needs are addressed within children's individual plans. Records showed that care staff refer to health related professionals when necessary after discussing with parents and that they are appropriately involved with cases where children are receiving ongoing treatment. The school has an attached therapist who works with individual children and who also provides support and guidance for staff. Support is also available for staff from the school's educational psychologist. There is always a trained first-aider on duty within the lodge and first-aid boxes were seen to be available. There is a health promotion policy in place and the school's PSHE programme provides information, guidance and advice on health related topics. Children confirmed being encouraged to exercise regularly and menus showed they are provided with a healthy diet. Medication was seen to be stored securely and records of medication to be maintained as required. No child was administering their own medication. Records of accidents were seen to be maintained as required.

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, 8, 10, 26 and 27.

Quality in this outcome area is excellent. This judgement was made using available evidence including a visit to this service.

The Lodge provides an environment where children's welfare is suitably protected and promoted. Children get on extremely well with staff and are treated fairly by them. Bullying is not a problem for children and they are made aware of their rights and responsibilities including how to make a complaint. Staff are skilled in developing the positive aspects of children's behaviour.

EVIDENCE:

Children reported that staff respected their privacy and confidential information was seen to be stored securely. Guidance is provided for staff on these issues.

A child friendly handbook has been produced by staff for children who board at the Lodge and this was seen to contain information about how to make a complaint. In addition there is a visual display adjacent to the children's payphone that provides information relating to children's rights including how to make a complaint. Diagrams and cards utilising symbols were also available for those children unable to articulate their concerns. It was a recommendation of the previous report that this facility be fully explained to all children. This was seen to have been done at a children's meeting. All children spoken with reported knowing how to go about making a complaint. A complaints log is maintained which showed that one complaint had been made since the previous inspection. The complaint was made in relation to an incident within the classroom and was reported to have been resolved satisfactorily.

Care staff at the Lodge confirmed having received training in relation to child protection and reported that the school's child protection liaison officer provides them with regular refresher sessions. Those staff spoken with showed an understanding of the school's child protection procedures and what to do in the event of receiving an allegation or disclosure of abuse from a child. Records showed staff to have acted appropriately when child protection issues had arisen.

All of the children spoken with reported feeling safe at the Lodge and said that bullying was not a problem. No incidents of bullying behaviour were witnessed during the inspection and children reported that staff dealt with incidents effectively when they did occur.

There are procedures in place for the event of a child going missing from the Lodge. The head of care reported that there have been no incidents of children going missing since the previous inspection.

A behaviour management policy is in place and which was seen to emphasise promoting acceptable and positive behaviours of children. The expectations of behaviour are made clear to children and this was seen to be done in a sensitive and supportive manner. All of the children were sat around the dining table after arriving at the Lodge from school and the expectations of behaviour were explained to a new child during this time which involved input from staff and other children. All children reported that staff treated them fairly and the sanctions log showed there to have been only three incidents so far this calendar year where a sanction had been administered to a child. All staff are SCIP (Strategies for crisis intervention and prevention) trained which includes instruction in physical interventions. It was a recommendation of the previous report that staff receive SCIP refresher training. The school's head reported that this has not happened because of a lack of suitable personnel and that the school is highly likely to be adopting a new approach early in the new year.

which will necessitate staff training. The head of care reported that there had been no incidents at the Lodge for several years where physical intervention had been used. Observations during the inspection saw the children behave in an exemplary fashion. They were seen to be respectful to staff, to get on well with each other and were helpful to the inspector.

There were no identifiable hazards observed within the Lodge or in the grounds during the inspection. Risk-assessments were seen to be in place for individual children and for activities undertaken including off-site trips. The fire log was seen to be maintained as required and included an up to date fire risk assessment, regular tests and checks of fire safety equipment as well as fire drills being carried out. Children were aware of what to do in the event of the fire alarm sounding. The hot water supply within the lodge is regulated to a safe temperature and electrical appliances are tested annually. The lodge was seen to provide a secure environment with entrances being appropriately locked and alarmed at night. Staff however reported that the night time alarm linked to the entrances, which is sited in one of the staff sleep-in rooms, cannot be heard during the late evening when children are in bed but staff are still downstairs.

There had been no new staff recruited to the care team since the previous inspection and so records of recruitment were not looked at. A cleaner had been appointed to carry out duties within the Lodge and the school's head confirmed that the person concerned had undertaken a CRB check and that satisfactory references had been obtained.

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 and 22.

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

There is excellent communication between care and education staff at the school and a working relationship that is to the benefit of children's education. Children receive extremely good individual support according to their needs.

EVIDENCE:

Staff spoken with, including two who work in both the education and care settings at the school, all reported there to be good communication and a positive working relationship between care and education staff. There are daily handovers at the beginning and end of the school day where information relating to individual children is passed on. Individual case records available in the Lodge contained individual education plans, annual review reports, and statements of special educational need. Care staff reported attending children's annual reviews and on occasions joining educational field visits. Staff reported that there is close liaison between care and education in relation to both individual social and individual education plans. Children have access to the local library and reported that staff provide them with help with their homework should they need it. There is ample space within the Lodge for children to study and complete educational tasks and access to a computer is also available.

All children at the Lodge have an allocated keyworker whose role is to provide individual support for children. Children confirmed that they spend time with their keyworkers on an individual basis and records showed evidence of this. Individual social plans were seen to be in place and some children were receiving individual support in the form of therapy from the school's attached

therapist. One of the school's governors performs the role of independent visitor and visits to talk to children on a regular basis.

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, 17 and 20.

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

Children are suitably involved in the decision making processes affecting their lives and there are clear plans in place detailing their individual needs and how they are to be addressed. Children are able to maintain contact with their parents and families during the period they are living at the lodge.

EVIDENCE:

Children's meetings are held on a half-termly basis and records of these were seen. The records showed children being consulted about activities, furnishings for the Lodge and the possibility of having a pet. Children reported getting on very well with staff, being able to talk freely to them and feeling 'listened to'. Children also confirmed being able to attend their reviews.

Individual placement plans were seen to be in place for children which contained the reasons for referral and the objectives of the placement. Plans were seen to be reviewed on a termly basis. Individual social plans are also drawn up for children and contained details of individual objectives and targets being worked towards. These were being reviewed on a three monthly basis. The plans sampled did not show evidence of children's involvement although

the head of care confirmed that children are routinely consulted as part of the process of devising individual plans.

Individual case records were seen to contain details of the contact arrangements for children and evidence of these taking place. These included regular telephone calls and in some instances visits to the Lodge. Children reported being able to maintain contact with their parents and families. Placement plans for children included arrangements to support their families and files showed evidence of regular contact by staff. The school also has an attached social worker who provides a link between home and school and works with individual families.

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):

There are no key standards under this heading.

EVIDENCE:

Management

The intended outcomes for these standards are:

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

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

1, 28, 31 and 32.

Quality in this outcome area is excellent. This judgement was made using available evidence including a visit to this service.

The school provide very good information to children and their parents relevant to boarding in the Lodge. The staff team at the Lodge are very experienced and well able to meet the needs of children there. There are always sufficient staff on duty and suitable arrangements to cover for sickness and absences. The Lodge is very well managed and there is excellent communication between staff. There is a need to develop a formal system that evidences the monitoring of matters as detailed under this heading.

EVIDENCE:

The school has a written Statement of Purpose that describes the boarding provision and the aims for children accommodated there. The statement is provided for parents and placing social workers and is accessible to staff within

the school. A summarised version of the statement has recently been produced in addition to a handbook for boarding pupils that describes the Lodge and its operation in detail. Parents contacted confirmed having been provided with written information in relation to the school's boarding provision.

The Lodge has a care staff team of six who work on a rota basis with a policy of there always being a minimum of four staff on duty each evening with two staff sleeping in. Staff confirmed that there are always enough staff on duty and in accord with the stated policy. Observations during the inspection showed there to be sufficient staff on duty to meet the needs of the children present. The staff team have worked together for several years now and so provide a consistency of care for children. Sickness and absences are covered by a number of staff who work within the school's education setting and are known to the children. This enables there to be as little disruption as possible in the care provided for children. The staff team is well balanced in terms of gender with four males and three females.

The Head of Care was at the time of the inspection nearing completion of the NVQ Level 4 in Caring for Children and Young People. A member of the care team was also undertaking the award and both were scheduled to complete before the end of this calendar year. In addition to this the deputy head of care has completed the NVQ Level 3 and the inspector was informed that the other three members of the care team would be commencing this before the end of the year. The Head of Care has more than three years experience of working at a senior level within a child care setting and the care staff team possess extensive childcare experience. Rotas provide staff with sufficient allocated time to attend meetings, complete paperwork tasks, and to undertake work with individual children and their families.

The Head of Care displayed a detailed knowledge of the residential provision at the school and its day-to-day operation. There is however no formal process in place for monitoring the matters detailed under this heading. The Head of the school reports on an annual basis to the school's board of governors, in relation to the boarding provision at the Lodge.

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	X

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

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

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

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

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

NO.

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS17	That individual plans in place for children include evidence of them having been consulted as part of the process.	
2.	RS26	That the security arrangements in place at night be reviewed in relation to the location of the alarm.	
3.	RS32	That a formal process be in place for the monitoring of matters detailed under NMS 32.2.	

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