

inspection report

RESIDENTIAL SPECIAL SCHOOL

Meadows School

**Meadows Bungalow
London Road, Southborough
Tunbridge Wells
Kent TN4 0RJ**

Lead Inspector
Lynnette
Gajjar

Announced
07 & 08 November 2005 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	Meadows School
Address	Meadows School, London Road, Southborough Tunbridge Wells Kent TN4 0RJ
Telephone number	01892 529144
Fax number	01892 527787
Email address	
Name of Governing body, Person or Authority responsible for the	Meadows School
Name of Head	Mr Mike Price
Name of Head of Care	Mr Vaughan Jackson
Age range of residential pupils	11-16 years
Date of last welfare inspection	14 October 2004

Brief Description of the School:

Meadows School is situated in Southborough, Kent and is a non maintained residential special school, owned by Barnardo's Children's Charity, catering for pupils with social, emotional and behavioural difficulties.

At full occupancy, the school can cater for 38 boarders and an additional 14 day pupils.

The residential provision offers a separate house for girls, situated in a residential area of Southborough and three houses for boys. Two of these buildings are located within the school's grounds and the third is within walking distance of the town centre of Tunbridge Wells.

The school building was completed in 1993 and the provision of an art room, food tech room, science lab, ICT suites, etc means that all of the requirements of the national curriculum are met.

The houses are staffed by individuals who all have a minimum qualification of NVQ 3 in care and staffing levels remain high.

Detailed care planning results in individual strategies being implemented and the high staff: pupil ratio ensures that the necessary attention is provided.

SUMMARY

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

This was an announced inspection, for the year running from April 1st 2005 to March 31st 2006. The visit lasted for two days, including evening and early morning visits to the residential units.

The school currently has 24 residential and 14-day pupils.

The visit was spent talking directly with the pupils privately and collectively, care, teaching and ancillary staff, Head of Care, visiting regulation 33 officer, Bursar and Principal.

Additional information was obtained through receipt of the head of care pre-inspection questionnaire, a tour of the premises and conducting a case tracking exercise, by reading case files of the pupils in residence and four care staff, as well as some policies and records maintained by the school.

Documentation was on the whole in good order and the recommendations from the previous inspection had been implemented.

Questionnaires feedback was also received from relatives/carers, placing officers, staff, pupils using the service, and local GP

Overall the pupils, their relatives and professionals are very satisfied with the service received.

Some comments received:

*"The staff do their utmost best to bringing out the best in the pupils and help them over ride their problems and achieve better results in their school work and behaviour towards others as well as themselves.
I have not found anything to complain about."*

"Staff are great"

"I believe the education and support are the best things in the school for children all round."

"Very friendly and helpful to the pupils and parents."

"An excellent job. Our son has settled well, his confidence has increased and he is attending lessons – fantastic".

What the school does well:

The school continues to retain a committed, motivated team of teaching and residential staff, who know the pupils well and can meet their needs.

Staff form positive meaningful relationships with pupils and maintain clear and appropriate boundaries with regards behaviour management.

Care plans are clear and subject to ongoing review.

Effective communication between staff members ensures that consistent approaches are followed.

Some comments received:

"Reception staff are very helpful, teaching staff humorous and approachable. Unit staff feel more like friends."

(Name of child) has probably had more to say, "they know how to handle me" "they treat me fair" "they listen to me" "if I do anything wrong I'm punished but it's fair" are all the things he has said."

What has improved since the last inspection?

Much work has been completed following the previous recommendations made with regards pupils' health records and almost all of the residential team have attended accredited medication training. The health / medication policy has been reviewed and all 'controlled' medication is now stored separately.

Care staff are working hard to develop the admission process and gathering of information prior to admission as well as in-depth transitional work with the pupils in their last two years at the school.

Planning permission has been submitted to develop further single bedrooms and bathing facilities to one unit.

Surveyors and contractors have been investigating the damp problems experienced in Madeira Park basement flat, interim measures have been implemented, including redecoration, to try to address this.

What they could do better:

Pupils' individual risk assessments and health care files would improve from being reviewed and expanded upon.

Daily care records should be written so as to reflect the targets and goals of the individual's care plan and pupils should be given the opportunity to make own entries and comments.

The physical standard of living environments is variable; one property requires immediate attention with regards its kitchen and the ground floor flat in this house, in its current condition, it was deemed to be 'unfit for its purpose'. However following this inspection extensive work has been completed and the property deemed fit by the Environmental Health Officer.

In all of the houses, improvements are needed with regards 'infection control', for example; by removing communal bars of soap, nail brushes and towels.

Pupils would benefit from having additional resources within their home environments to aid with the completion of homework, for example, greater access to computers. At present, not all pupils have lockable storage and this aspect compromises their right to privacy.

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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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 standard(s) 14, 15.

Whilst pupils benefit by having their primary health needs met, a number are not receiving adequate 'mental health' input.

Meals are healthy and nutritious and individual dietary needs are catered for.

Improvements to the physical environment, including greater emphasis upon 'infection control', would further enhance health promotion.

EVIDENCE:

The Head of Care and the two staff members, who retain a 'lead responsibility' with regards the monitoring of health plans, were interviewed and a number of pupil health files were randomly selected.

It was very positive to find the recommendations made from last year's inspection had been actively implemented, including; accredited medication training for residential staff, a review of the medication policy and procedure, revision of the contents of pupil health files, the separate storage of controlled medication and explicitly clear records pertaining to parental consent for treatment and the administration of medicines.

During the tour of the houses, medication was seen to be securely stored and written records evidenced that staff had received the medication training recommended from last year's inspection. PRN guidelines should be stored with the Medication Administration Records.

The health plan format had recently been reviewed and amended and at the time of this visit, subsequent amendments and additional forms were being inserted and explained to staff. It was therefore anticipated that some files would differ from others during this transitional period.

Some inconsistencies were noted regarding the completion of health plans and the standard of report writing was variable, for example, one record of a visit

to the G.P. did not adequately record the reason, outcome and whether any follow up action was required. It was recommended that the use of any PRN or homely remedy medication should be explicitly explained within each individual file, given that individuals may use the same product for different reasons. The current administration record was also discussed as this format contains room for error, with particular regard to recording 'dosages'.

It was disappointing to find that 'external' referrals, for example, to local CAMHS services continue to result in lengthy waiting times and in addition, resources such as educational psychology prove difficult to obtain. This results in pupils not receiving the services they need, despite the very best efforts of the school in advocating on their behalf.

The school has again been commended for ensuring the supply of nutritional lunch - time meals, despite comments received from pupils, who would prefer to see more chips and 'fast food' on the menu. Hot and cold options are continually available and the catering team are fully aware of any individual specific dietary requirements.

Within the houses, young people assist with menu planning and shopping and residential staff continue to receive food hygiene training. All of the houses were well stocked with fresh supplies and young people are encouraged to avoid processed and convenience foods, in line with the good practice followed at school.

Where appropriate, individuals are encouraged to prepare their own snacks and meals, in line with 'growing up' and this aspect becomes increasingly important for those preparing to 'leave care'. This facility is somewhat compromised at Madeira Park, given the current condition of both its main kitchen and downstairs flat.

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 standard(s) 3, 4, 5, 6, 7, 8, 10, 26, 27.

The safety of pupils is maintained through the implementation of robust policies and procedures.

Sound recruitment practices ensure that all adults entering the school are properly vetted.

EVIDENCE:

Comprehensive written guidance is extensively covered throughout staff induction training and those interviewed were clear about how and under what circumstances, confidential information is to be held and / or passed on.

Pupils commented favourably regarding their carers, stating that they trust them with private information and can confide in them. They also know how to make complaints and representations, both within their houses and the school.

The school continues to inform the necessary authorities, including the Commission, of significant events and child protection concerns and clear protocols are understood and followed, in the event of a pupil absconding.

The behaviour management policy is subject to ongoing review and emphasis is placed upon rewarding positive behaviour in the first instance. All staff receive ongoing refresher training with regards the use of 'restraint techniques' and pupils confirmed these are rarely used, unless the behaviour exhibited is presenting significant risks to self or others. Evidence was seen to demonstrate that, in the event of such techniques being used, a written record is made, detailing the nature of the hold, its duration, who was involved and the outcome.

A tour of the houses found that not all pupils currently have secure storage for their personal possessions and this was largely attributed to individuals breaking their own locked drawers in the event of losing their key. Other possible methods were recommended at the feedback meeting.

Pupils were very clear to report that instances of bullying do occur; they stated that episodes happen more often within the school environment and a number felt that more could be done regarding the management of perpetrators. This factor was acknowledged by the new Head of Care and he outlined the recent changes made to the existing policy and procedure. This amended version is currently being piloted.

Staff personnel files were randomly selected and scrutinised. The evidence within demonstrated that sound and robust recruitment practices are being followed. Those files pertaining to more recent appointments held sufficient written references, which had been verified by telephone contact, proof of identity and evidence of relevant previous training. Interview panel notes were on files and it was recommended that panel members ensure they sign and date such records. It was further recommended that a set question regarding 'gaps in employment' be added to this document to ensure this question is asked.

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 standard(s) 12, 13, 22.

A committed teaching and residential team supports pupils to realise their educational potential and pupils benefit from a wide range of extra – curricular activities being offered.

EVIDENCE:

A group of teaching staff were interviewed and those present commended the continued efforts of the residential team in ensuring that homework is completed and pupils arrive on time and ready for school.

The value of providing additional learning materials within the houses was discussed, for example, greater computer access and it was recommended this aspect be considered by the Organisation to further enhance pupils learning at home.

Residential shift patterns are worked in order that residential staff are able to provide classroom and break time support; this proves an invaluable resource for both pupils and teachers and the morning and afternoon meetings between the two groups enhances communication and consistency of working.

Pupil review meeting reports were viewed and it was evident that teachers and residential staff work hard to set clear and achievable targets and goals, which can be transferred between the two environments, for example, developing maths skills in the classroom to develop own budgeting at home.

The relationship and mutual respect between these two teams is a particular strength of the school and is to be commended.

Houses were visited after school in order to observe evening activities. Pupils are able to visit each other's houses and trips and excursions are often held

between the units so as to maximise resources. During the evening visits, two pupils were being supported by a staff member to go to the cinema, another went to the library and another went to one of the other houses to see a friend. Such examples are typical of evenings within the houses, where a clear balance between homework and free time is aimed for and a review of staffing rosters provided evidence to show that staffing levels ensure such activities can and do happen.

Whilst a clear 'key working' system is in place, pupils are actively encouraged to develop relationships with all of the staff team. Those spoken with talked openly and positively about their relationships with the staff within their own house and at school.

Staff demonstrated a sound awareness as to the very specific and individual difficulties of those in their care. In fact, the knowledge held by individual staff members exceeded the written information in files and this should be addressed. A recent development within the school is the introduction of the 'Solo Group'; these are facilitated by learning support and residential care staff who have all undergone training. The group explores ways in which individuals can manage negative experiences and feelings in acceptable ways. The two facilitators were interviewed and remain keen to see this venture develop into splinter groups within the residential service.

Written comments from a placing officer included, (positively),

"The way children are respected and listened to,..... the way they (staff) create independence."

As previously stated, one area of concern continues to focus upon pupils mental health needs. Staff remain frustrated regarding delays in obtaining such appointments and often feel they are not making the best use of their time with individuals. They would also appreciate additional written guidance from external professionals in terms of managing and supporting specific needs and conditions, which would further enhance the quality of care they provide.

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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 standard(s) 2, 9, 11, 17, 20.

Pupils receive clear information before joining the school and are given every opportunity thereafter, to contribute to its day – to – day running.

Care plans, though clear, have room for improvement and pupils benefit from the collaborative relationships built between staff and parents.

EVIDENCE:

The school's Statement of Purpose is clear and informative and pupils have the opportunity to tour the school and living units before deciding to take up a placement. Wherever possible, pupils are able to choose for themselves which house they will occupy upon joining the school and each house has developed its own booklet, describing its operation, rules and staffing compliment.

Throughout the course of the inspection, staff were observed to interact positively and respectfully with those in their care; pupils routinely commented that staff treat them with dignity and respect.

A sound and robust assessment process is followed at the referral stage; this incorporates obtaining information from parents, pupils and other professional agencies, before a placement is offered and such details were found within all of the care files sampled. This process ensures that any immediate referrals

are made to appropriate outside agencies, in an attempt to ensure that pupils receive the ongoing support to which they are entitled.

"Unit staff have asked if they are dealing with (name of child) appropriately – especially in the early days- nice to be involved."

A perusal of subsequent care plans demonstrated that clear targets and goals are subsequently set, however; in some cases, it was recommended that clearer and explicit guidance was needed, for example, in explaining behaviour management strategies.

Forums including student council and house meetings enable pupils to express their views and opinions about the ongoing running of the school and living units; such meetings are supported by staff and are recorded in writing.

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 standard(s) 16, 21, 23, 24, 25.

Pupils benefit from being appropriately supported to develop the skills they will need in making the transition into adulthood.

The physical environment currently provided by the school is variable in terms of quality depending upon which particular house a pupil is living in.

EVIDENCE:

The purpose built school building was completed in 1993 and boasts excellent classroom provision including an art room, pottery room, design technology suite, food technology room, new ICT suite, science laboratory, dark room, fitness suite and library. Classrooms remain small and able to offer extensive individualised support, in line with the school's Statement of Purpose.

Two of the residences are on the school site, the girls' house is in nearby Southborough and the remaining boys' house is within walking distance of Tunbridge Wells town centre. Thus, all houses remain within easy reach of local and community resources.

The physical standard of living environments is variable; one property requires immediate attention with regards its kitchen and the basement flat in this

house, in its current condition, is deemed to be 'unfit for its purpose'. Staff and management have evidenced remedial work over the past few months to try to address the problems but this has not been effective, leaving those living here in a damp living environment, that has an offensive and unpleasant odour. However following this inspection extensive work has been completed and the property deemed fit by the Environmental Health Officer.

The school has received planning permission to build single bedrooms and additional bathing facilities at one unit on the school grounds. The school will be looking to commission two more rooms making this a ten-bedded facility.

Overall, the accommodation was found to be spacious and well maintained, with evidence seen to demonstrate ongoing repair and refurbishment works. A number of bathrooms and kitchens should be considered for refurbishment in the future budget planning.

In all of the houses, improvements are needed with regards 'infection control', for example; by removing communal bars of soap, nail brushes and towels.

At the time of the inspection, no negative information had been received by the Commission from the local planning, fire or environmental health departments.

Young people continue to be provided with a school uniform and parents are requested to provide sufficient amounts of personal clothing for use outside of school. During the visits to the houses, it was evident that young people are able to wear clothing of their own choice and personal bedding and possessions from home were seen on many occasions. The staff were able to demonstrate a sound understanding of their role regarding the safeguarding and distribution of pocket money and the documentation examined during the inspection was seen to 'tally' with the amounts held.

The school is not the 'lead' agency in terms of identifying the young people preparing to leave care, but it has developed the role of the residential staff in assisting Placing Social Workers when this transition occurs. Staff and pupils shared good evidence of working with their home area and employment opportunities from year 10.

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 standard(s) 1, 18, 19, 28, 29, 30, 31, 32, 33.

Explanatory literature for parents and prospective pupils is clear and concise and subsequent care plans detail the nature and type of support that will be provided for individuals.

Pupils benefit from being supported by staff that are adequately trained to meet their needs and sound, robust monitoring and a suitably qualified and competent senior management team implements quality assurance systems.

EVIDENCE:

The School Prospectus is a comprehensive and detailed document with good presentation, making it an easy document to read. There is also a 'Young Person's Handbook', which details 'whole school' information and separate guides for each of the four boarding houses. These booklets use photographs and pictures and attention has clearly been paid with regards the use of concise language within.

Staff maintain care/support plans to ensure personal, consistent, safe care and support is given. Risk assessments are individual for behaviour support but then referred to generic formats for activities. These can be developed further with the clear system to indicate which generic risk assessment is relevant to the individual or have a specific assessment to meet their individual needs. Further exploration of involving the young people in writing the daily logs would be good practice. Records are stored securely.

Records seen include, an up to date children's register, employee register and personnel records for every member of staff. Clear guidance was found to be in place, detailing where such records should be held, what they should hold and to whom they should be accessible, however it was noted that there is of duplication in records due to the various systems used, which is time consuming.

Existing staff being offered overtime, as well as some shifts being completed by the educational support staff covers staff rosters. Ensuring that young people continue to be looked after by staff that know them well and safe levels were observed to be in place at the time of the inspection. In the event of an emergency there is an 'on call' system, which is 'manned' by senior staff and the Head of Care. Rotas were seen to ensure that adequate time is set aside in order for team meetings, supervisions and handovers to occur.

The school continues to offer a good induction to staff and training opportunities to include NVQ3 for care staff and NVQ4 for team leaders and external seminars as assessed appropriate. Staff feedback included, "*if you have made the effort to find out about a course the school supports you to attend.*" Staff confirmed appraisal and supervision taking place and their personal development plans. Records seen also verify this. Staff and supervisor should ensure all records are signed and dated by both parties.

Consideration to ensure all ancillary staff have the opportunity to undertake basic behaviour awareness training would be beneficial to a holistic team approach and would develop their confidence and understanding when dealing with situations they face with pupils.

Staff spoken with throughout the course of the inspection included all levels of residential care staff, teachers, learning support assistants, catering and domestic staff, the Bursar, Head of Care, Principal and Assistant Director. Each gave clear descriptions as to own responsibilities and those of others,

demonstrating a sound understanding as to the lines of accountability throughout the school and the wider organisation.

Pupils were seen to respond positively to the regulation 33 visitors, in a confident and familiar manner. Action recognised during these visits are responded to and evidenced through records shared today.

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	3

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

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

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

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

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

NO

Are there any outstanding recommendations from the last inspection?

<p style="text-align: center;">RECOMMENDED ACTIONS</p> <p>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.</p>			
No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RSS 10	It is recommended consideration be given to the records held for sanctions, physical intervention and punishments to comply with Data Protection and storing on confidential information securely.	Action plan to be submitted by 31/12/05
2.	RSS 12	It is recommended consideration be given to additional resources within the home environments to aid with the completion of homework.	Action plan to be submitted by 31/12/05
3.	RSS 14	It is recommended that the generic PRN guidelines clearly indicate to which young person in residence they are relevant. PRN Guidelines are kept with the medication recording sheets for ease of reference.	Action plan to be submitted by 31/12/05
4.	RSS 18	It is recommended that consideration should be given as to how daily care records are written so as to reflect the targets and goals of the individual's care plan and pupils should be given the opportunity to make own entries and comments.	Action Plan to be submitted by 31/12/05
5.	RSS 18	It is recommended that a review of the current system of generic or individual risk assessments to ensure care plans can be easily followed and tracked.	Action plan to be submitted by 31/12/05
6.	RSS 19	It is recommended that consideration to review	Action

		current duplication in some records maintained by the school	plan to be submitted by 31/12/05
7.	RSS 23	It is strongly recommended that practical guidance and advice on managing infection control in residential units is sought from Kent and Medway Infection Control Unit to assist in the development of good practice protocols.	Action plan to be submitted by 31/12/05
8.	RSS 24	It is recommended that external ground lighting is repaired and regularly monitored as working between the residential units and school site.	Action plan to be submitted by 31/12/05
9.	RSS 24	It is strongly recommended that the use of the ground floor flat at Maderia Park is suspended, particularly for the health and welfare of young people living in this environment until the damp issues have been addressed satisfactorily. However following this inspection extensive work has been completed and the property deemed fit by the Environmental Health Officer..	Action plan to be submitted by 31/12/05
10.	RSS 24	It is strongly recommended that the kitchen at Maderia Park is reviewed to enable satisfactory work surface for the preparation and serving of food and good food hygiene practice. It is recommended that budget allocation be reviewed for future budget years, to include the refurbishment of bathrooms and kitchen facilities within the residential units with an agreed plan of implementation.	Action plan to be submitted by 31/12/05
11.	RSS 24	It is recommended that alternative lockable storage for private bedrooms be are explored.	Action plan to be submitted by 31/12/05

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