



Making Social Care
Better for People

inspection report

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

Ingfield Manor School

Five Oaks

Billingshurst

West Sussex

RH14 9AX

14th October 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION

Name of School

Ingfield Manor School

Tel No:

01403 782294

AddressIngfield Manor School, Five Oaks, Billingshurst, West
Sussex, RH14 9AX**Fax No:**

01403 785066

Email Address:

Ingfield.manor@Scope.org.uk

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

Scope

Name of Head

Miss Sue Batstone (interim)

CSCI Classification

Residential Special School

Type of school

Independent

Date of last boarding welfare inspection:

13/10/03

Date of Inspection Visit		14th October 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mrs S Rodgers	074592
Name of CSCI Inspector	2	Mrs J Dattoo (1 st Day)	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		JW Head of care. AS Development support manager. SFR. LC. Senior team leaders. Miss S Batstone Interim Head Teacher.	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

This document summarises the inspection findings of the CSCI in respect of Ingfield Manor School

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Ingfield Manor is a day and boarding Residential Special School for children between the ages of four to eleven years. Ingfield Manor School provides an educational service to children with cerebral palsy using a model of education called Conductive Education. The school is part of Scope and has a long association with Peto Institute in Budapest.

Ingfield Manor is situated in Five Oaks near Billingshurst in the heart of the countryside.

Following the resignation, of the former headmaster, Miss S Batstone has been installed as Interim Head teacher since April 2004. She is assisted by the senior management team with the day to day running of the school.

Where standards have not changed from the previous inspection this report records that the findings were the same.

Statement of the Schools Purpose Standard 1.

The school provides prospective parents with detailed information on the services the school provides. It clearly states techniques used and how the school aims to assist pupils to achieve their potential within the framework of conductive education. Scope the provider reviews the documents regularly.

Children's Rights Standards 2 – 4

The school has produced a number of documents to enable pupils to express their views. The inspector observed that staff seek the views of the pupils in all aspects daily living and school life. The school has a confidentiality policy, which provides staff with guidelines on privacy and confidentiality. Pupil's records are kept safely and securely at all times.

Child Protection Standards 5 – 8

The school operates the Child Protection policies of Scope and West Sussex County Council. Staff discussion demonstrated that a good awareness exists throughout the school. Staff spoke clearly to inspectors about whom they would report any concerns to and how that would be dealt with.

The anti-bullying policy was available. All incidents of bullying are logged in a book and Team Leaders and the staff members who have responsibility for Child Protection then monitor this. The questionnaires from parents and records held on file demonstrated that the school responds promptly to any concerns they have about children's relationships. Members of the senior management team are aware of their duty to notify the appropriate authorities should a significant event relating to the protection of children occur.

Care and Control Standards 9 – 10

It was apparent to the inspector that pupils and staff have great respect for each other. Staff and pupils interact in a positive and open manner. There is a policy for staff regarding forms of discipline that are acceptable, parents also receive a copy of this in the Schools prospectus.

Quality of Care Standards 11 – 16

During the course of the inspection the inspector was able to observe staff and pupils through various events during the day. The inspector noted that the quality of care provided by staff was of a very high standard. In all aspects of daily living pupils are included in the decision making processes. Care Records are kept and fully detail pupil's wishes and

requirements.

Planning for Care Standards 17 – 22

Each pupil has a placement plan. A record is kept of each child's history and progress. Annual reviews are carried out and care plans are implemented. Parents and pupils (year 5&6) are requested to participate in the review process and complete both forms that enable them to state their views on what the pupils have achieved and aim to achieve.

Premises Standards 23 – 26

The location and layout to the school is appropriate to the needs of the pupils. The school is set in its own grounds and is appropriately maintained. Since the last inspection a section of the play area has been upgraded by local businesses and has given the pupils a safer area on which to ride their bicycles etc. Risk assessments have been undertaken on the physical environment both internally and externally.

Staffing Standards 27 – 30

From observation at the time of inspection and from records made available the inspector was ascertained that the school is staffed in sufficient numbers to meet the needs of the pupils. There is a general training programme covering training needs such as Child Protection and a number of staff are currently undertaking the NVQ level 3 Award.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The care that the pupils receive with regards both personal and educational needs continue to be carried out in a seamless manner.

The inspector observed the interaction of staff and pupils is positive, relaxed, confident and inclusive.

Parent questionnaires returned to the Commission for Social Care Inspection confirmed that communication between staff and parents continues to be of a high standard.

Pupils are given a voice via user-friendly documents such as the Complaint procedure and the Something Wrong document.

Records regarding pupil's welfare continue to be maintained to a high standard.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

A recruitment procedure is followed and records seen indicate that staff undergo all appropriate checks and interviews however the school needs to implement the procedure of verifying written references with the referee verbally, i.e. telephone contact.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Miss Batstone and her senior management team are to be congratulated for the manner in which the school continues to run smoothly. New developments continue to be introduced which enable pupils to have their opinions taken into account i.e. via the new 'Something's Wrong' document and via the transition reviews they now attend during their 5th and 6th year.

It was apparent to the inspector that the school continues to be run in the best interests of the children. The dedication of all staff was very apparent through out the inspection. Inspector found evidence that the needs of each child are paramount and staff members were observed to work together in a seamless way.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation	

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	NA
Pupil Guided Tour of Recreational Areas	NA

Checks with other Organisations

• Social Services	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NA
Group discussions with boarders	NA
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NA
Answer-phone line for pupil/staff comments	NO

Date of Inspection	14/10/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	27
Number of Inspector Days spent on site	2

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
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"0" in the "Standard met" box denotes standard not assessed on this occasion.

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	4
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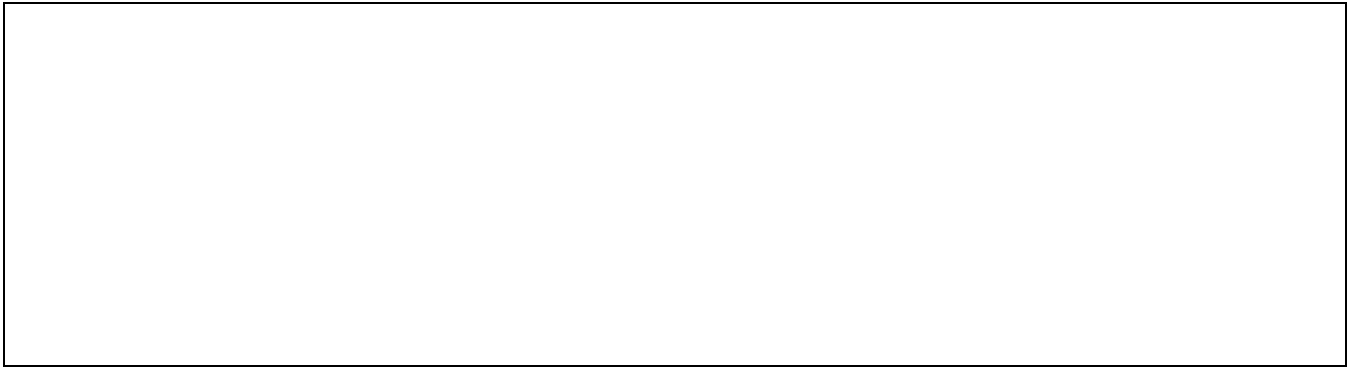
The Statement of Purpose describes the overall purpose of the school and is supported by several other documents including a document entitled 'Understanding Conductive Education' which clearly describes the techniques used at the school. The school is to be congratulated for its 'A Welcome Guide for Children', which is a series of photographs made into a bound book. It shows photographs of all aspects of school life including boarding accommodation and supports the picture and symbol communication system that many of the children use. The inspector was informed that the document is to be updated in the near future to feature pupils who attend the school at the present time. All parents sign a consent form agreeing to their children be photographed and being included in any publications local and national.

The Head of Care is responsible for the implementation and maintenance of the Child Protection procedures for the school and is listed as such in the Parent Information Pack.

The Information Pack states the admission criteria and the range of pupils for whom the school can provide a service. Details are provided of the number of day and residential pupils and the age range and gender of children. It is written in a format, which can be understood by adults considering a placement at the school for a child. The prospectus for the school is pictorial and attractive to children with many of them photographed demonstrating various aspects of school life.

Ingfield Manor operates a model of education known as 'Conductive Education', which requires all staff to be involved in both education and social care of children thereby providing a seamless service. Discussion with staff, information given by questionnaire response from parents and children, from observation made by the inspectors and records show that this is being achieved in a very constructive way.

Scope, the provider carrying on the school approves the Statement of Purpose annually.



CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	4
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Ingfield Manor currently provides weekly residential accommodation for ten children who all return to their families each weekend and for school holidays. Families are integral to the education of children at the school with each child having: 'A Home / School Agreement' which the school, child and parents sign to express commitment.

Pupils in year 5 and 6 are assisted to document their views and questions regarding moving to another school and are invited to their transition reviews as part of the transition process.

All parents of children who board at the school were invited to complete a questionnaire sent out by the Commission for Social Care Inspection as part of the inspection process and the response confirmed that they feel they are well informed about significant points about their child's education and care.

Parents are invited to attend a monthly meeting of Ingfield Parents Association, which helps to keep them informed of school events and proposals.

Many of the children communicate with books or other communication aids and staff were observed to be very diligent in seeking their viewpoint and allowing children ample time to respond. Inspectors visited the school prior to the inspection to meet the children and staff and were impressed at the support given by the staff to facilitate good communication.

Religious education is provided as part of the educational curriculum. Any child requiring a special diet for religious/ cultural reasons could be accommodated and requirements agreed entered on the care plan. The school has a Statement on Pastoral Care and multi cultural education.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?**

4

The school has guidelines for staff to follow on privacy and confidentiality, which covers access to, records, child protection information and the management of intimate care to children.

The school has a policy for staff as to the limits of providing care to children of a different gender and is specific about the limitations on male staff providing personal care to older girls.

Children's records are stored securely and confidentially and all staff spoken with had a good awareness of confidentiality.

Children can receive telephone calls in private and telephones are adapted for children with special needs.

A number of staff are currently working towards an NVQ level 3 award in care. A Programme is in place and the school is working towards achieving the National Minimum Standards requirements of 80% of all staff with the qualification.

A high level of training is provided to staff before they help children with intimate care and all care provided is very detailed and recorded clearly.

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

4

The questionnaires completed by parents showed that any concerns they may have are addressed promptly by staff. The school has a written complaints procedure, which is in the Parents Information Pack. This supports the Complaints Procedure of Scope.

The word 'complaint' is not one that many of the children would understand and the procedure augments this with words like 'unhappy, worried, problem or upset' and gives several examples of events that might distress them. Appropriate words are in the Children's Communication Books to help them. A new booklet entitled 'Something's Wrong' has been developed to make it easier for pupils to share their concerns with staff.

The response from parents in the questionnaires was that problems are resolved before they become complaints.

The Inspector spent a considerable amount of time observing children in their leisure time and was very impressed at the high level of positive interaction between staff and children. All children gave an impression of feeling very safe with the staff team.

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

 X

Number of above complaints substantiated:

 X

Number of complaints received by CSCI about the school over last 12 months:

 X

Number of above complaints substantiated:

 X

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

4

The school operates the Child Protection policies of Scope and West Sussex County Council. Staff discussion demonstrated that a good awareness exists throughout the school. Staff spoke clearly to inspectors about whom they would report any concerns to and how that would be dealt with.

All staff spoken with confirmed that Child Protection training is covered as part of their induction and then ongoing training.

Parents are made aware of the procedure to be followed if they have any concerns about abuse with details of the staff they should first approach. Inspectors interviewed the staff responsible for the maintenance of the procedure as well as other staff and were satisfied that this area has been addressed well.

The policy was very clear and written in a format that was easy to understand. The Head of Care who provides the training on child protection shared with an inspector the Scope booklet which is used in children's services and this was also very well laid out.

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

0

Standard 6 (6.1 - 6.5)
 The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence	Standard met?	4
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The school has and follows an anti-bullying policy. Should there be an occurrence of bullying appropriate action is taken and incidents are recorded. Records seen at the time of inspection indicate that the incidents of bullying at the school are very low.

Percentage of pupils reporting never or hardly ever being bullied	X	%
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Standard 7 (7.1 - 7.7)
 All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	3
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The school has a procedure under the Protection of Children Act for reporting any staff that they feel is unsuitable to be working with children. Records of such incidents would be retained at the school.

NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:

• conduct by member of staff indicating unsuitability to work with children	X
• serious harm to a child	X
• serious illness or accident of a child	X
• serious incident requiring police to be called	X

Standard 8 (8.1 - 8.9)

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

Key Findings and Evidence**Standard met?**

3

It is highly unlikely that any child could go missing from the school because they are dependent on staff to assist them with maintaining mobility. The number of staff on duty and the size of the boarding area means that staff are aware of the location of the children at all times. Records show that no child has ever run away from the school.

The school has a policy as to the action to be taken in the event of a child going missing which includes the action to be taken if such an occurrence happens whilst they are on an outing with staff.

Number of recorded incidents of a child running away from the school over the past 12 months:

0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	4
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From observation throughout the inspection the inspector was able to ascertain that relationships between both staff and pupils was based on mutual respect. The interaction between staff and pupils was observed to be professional relaxed and confident. The school has a policy for staff to follow regarding relationships with Children.

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	4
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There is a policy for staff regarding forms of discipline that are acceptable. The Parent's Information Pack gives indication that acceptable behaviour is reinforced by an approving look, private praise, public praise, certificates, stickers and informing parents and displaying work. Methods of discipline include mild verbal rebuke, removal from the scene of disruption, opportunity for self imposed time out and informing parents. A sanctions book was available.

The school has a general incident book. Should a child's behaviour be inappropriate action plans and strategies for managing the situation are developed and shared with the whole staff team.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

4

All children at Ingfield Manor School will be subject to a statement of Special Educational Need and funded by a local authority. The school works positively in arranging a smooth transition for children. Some children take up a place at the school after parents have made representation to the Local Education Authority (LEA) hearing. This does mean that the school admits children throughout the academic year if a decision about funding has not been reached by the start of the term.

The school assessment process was described to the inspector in detail by staff and allows children and parents ample time to consider whether they could work to the objectives of the school and for the staff to assess whether the school would be right for the child. The detailed Parents Handbook provides a very informative guide about daily routines, health and social care, home agreements, equipment, personal possessions and educational needs. A dedicated member of staff has responsibility for coordinating the admission process and spoke very positively with inspectors about her role.

The questionnaire response from parents was very positive about staff communication and parental involvement, all stating that the school was very good in maintaining contact with them. The Head of Care said she regularly talks to parents on the phone as well as writing each week in the school/ home book. It was acknowledged by the staff that some parents needed reassurance particularly if it was the first time their child had lived away from home.

It is the policy of the school to work positively with children and parents in the eighteen months prior to the child reaching the end of their primary education. Pupils are now invited to contribute to and attend part of the transition review meeting.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

The principles of Conductive Education do not discriminate between education and care and all staff are employed to provide support to children throughout their waking day. With the exception of waking night staff all other staff provide support to children both in the boarding and educational setting.

Staff spoke positively and parents (Via questionnaire) spoke positively about the way in which the support to children is provided and for the parents this was a key reason for choosing the school for their child.

All staff contribute to the annual review of children and all staff spoken with or observed by inspector continue to work to a very high standard with children. The inspector saw several of the educational plans of children and all were very comprehensive, up to date and written in a format that was easy to understand.

The inspector continues to be impressed with the way in which the day is structured so that children had continuity at all times.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

4

Pupils continue to have individual activities structured through out the school day. As stated in previous report these include swimming, cycling and for older children horse riding.

During the evening one member of the staff team organises the evenings activity. On the day of inspection the inspector observed the pupils playing a ball game with staff in the grounds of the school. All pupils took part with the assistance of staff and it was evident that they enjoyed their game. Prior to bath time and whilst pupils were having their evening drinks, stories chosen by the pupils themselves were read out to them. Pupils who's evening it was to receive a telephone call from parents were assisted in a sensitive manner by staff.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence

Standard met?

3

The school employs a Head of Care who has responsibility for health care and two part time nurses. Weekly boarders are required to be registered with the school doctor who visits the school on a regular basis. The schools Neuropaediatrician, the paediatrician and dentist also see the pupils.

Parents are requested to complete a medical form, which includes information such as vaccinations, allergies, serious childhood illnesses and injuries. Parents are also asked to sign a consent form for medical or surgical emergencies. On admission to the school a growth chart is commenced for each child.

Each pupil has a care plan, which clearly identifies assessed needs and informs staff on how care should be delivered.

The school has a sick bay for pupils suffering minor ailments, however should the ailments persist the pupil's parents would be called to collect their child.

Medical notes are kept and accompany the pupil to any consultations. The school has two accident books one for minor accidents and one for more serious accidents. All accidents are recorded in the minor accident book and then transferred to the main accident book should the injury be serious.

All medication is locked in a medicine cabinet. Records of medication administered to pupils are kept. The school GP prescribes all medication. The inspector discussed the schools procedure for dispensing medication and recording of medication entering, leaving the school premises and those being disposed of with the head of care. The inspector advised the head of care to review the NMC Code of Conduct for trained nurses and the Royal Pharmaceutical societies document The Administration and Control of Medicines in Care Homes and Children's Services so that she and her nursing team can acquaint themselves with the advised procedures and assess their current procedures to ensure themselves that they are satisfied their procedures are adequate.

All records are kept locked in a filing cabinet in the nurses office.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

4

Records of food provided indicated that a varied and well balanced diet is being offered. Meals are taken in settings appropriate to the children's needs. During the day time meals are taken in classrooms. Weekly boarders have breakfast and their evening meals in the dining room on individually adjusted tables.

Nutritious snacks are offered to all children during morning and afternoon breaks. Special diets are catered for, individual menus are devised for children who have special dietary needs. The cook liaises with the school nurses with regards special diets and pupils preferred choices. Daily choices from the menu are not generally provided, however if a pupil does not like the main meal on offer an alternative is provided.

Appropriate assistance is given as required with regard to feeding and specialised equipment such as plate guards and adapted cutlery are provided. All staff responsible for handling food have received food hygiene training.

The inspector observed all meals, breakfast, lunch and supper and felt that all occasions were very relaxed and a social time for children.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

All pupils bring in their own cloths from home. It is requested that all clothes are clearly marked with the pupil's name. The school has a laundry person who ensures that clothes that have been laundered are returned to the appropriate child. Pupils are asked what they want to wear each day, for the girls the choice of hair accessories is also included.

Due to pupils being weekly boarders they are not encouraged to take money into school unless there is an organised trip.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

4

Each child is in a peer group within a two-year age range with specific staff attached to each of the groups. The school operates an holistic approach to care and education and this is maintained throughout the whole of the child's day and night. The placement plan for each child includes health maintenance and promotion, communication, cultural and education needs, leisure pursuits,

Evidence seen by the inspector and discussions with staff, demonstrated that each child has a clear placement plan, which pupils themselves are involved in devising. An aim of the school is to help children attain a level of independence so that as young people they can take a full part in their senior school education. Part of this work is encouraging children to speak up for themselves so that they have some control over their future care and education. And as previously indicated pupils are now given the opportunity to participate in their reviews in years 5 and 6.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

4

A record is kept of each child's history and progress. Annual reviews are carried out and care plans are implemented. Parents are requested to participate in the review process and complete a form that enables them to state their views on what their children have achieved at the School. Care plans seen during the inspection indicate that children participate in devising how they wish the care to be delivered. Daily care records are kept separate from the care plan. All entries were signed and dated.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

4

The school maintains clear and accurate records on staff and child groups of the school. An incident book is kept to record any major events affecting the school and children. The incident book was available at the inspection.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

4

During the course of the inspection the inspector witnessed two pupils receiving telephone calls from their relatives. Staff were observed to provide assistance in a sensitive manner. Staff advised the inspector that pupils receive their calls on allocated evenings agreed with parents.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

9

No child who boards at the school is currently subject to a care order, so therefore this standard is not applicable at this time.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

4

The inspector tracked the records of four pupils who board at the school, all had very comprehensive and up to date records. As well as the school employing on a day to basis a wide range of staff, it has many visiting specialists who provide support to children. All children are seen by a Consultant Neuropaediatrician. Other health professionals visit the school as required.

The School operates a specific technique referred to earlier in this report as: 'Conductive Education' and parents, placing agencies and children are aware of this before agreeing to the placement. The technique is very clearly described in the school's prospectus and other literature.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school is set in its own grounds. The size and lay out of the school appears to be in keeping with its Statement of Purpose. Appropriate aids and adaptations have been provided. All areas of the school are accessible to all pupils using a variety of forms of transport such as wheelchairs and tricycles, frames and ladder frames.

There is a vertical lift to the first floor which children have access to when assisted by staff. There is an area for the recharging of wheelchair batteries. Records indicate that equipment is checked on a regular basis.

The fire safety report was available. The last fire safety inspection was carried out on the 1st July 04 the ensuing report indicated that satisfactory Fire Safety measures were being maintained.

The most recent Environmental Heath Officers inspection was carried out on the 1st October 2004.

There is an auditory monitoring system that is used at nighttimes to ensure the safety of the children. Parents have signed consent forms to indicate that they are in agreement with the system being used.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?**

3

Accommodation for boarding appeared appropriate for the needs of the children. There are adequate communal areas for children in which activities can be undertaken. At present accommodation is provided in three boarding areas two boys' dormitories and one girl's dormitory. All rooms were attractively decorated and personalised with children's own possessions and posters. Each child has storage space for clothing and personal items. Lighting, ventilation and heating in all parts of the school appear satisfactory

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

3

The school has sufficient baths, showers and toilets suitable to meet the needs of the children.

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence

Standard met?

3

Comprehensive risk assessments are carried out for both the physical environment and any activities undertaken by children and staff. Maintenance records for electrical installations and boilers were available. Maintenance records for hoists, lifts and resuscitation equipment were available.

Fire training records were available and indicated that an evacuation of boarders have been carried out and that an evacuation of the school is scheduled for next term. Records indicate that regular testing of emergency lighting, fire alarms and fire fighting equipment are performed in accordance with Fire Regulations.

All hot water outlets accessible to children have been fitted with individual thermostatic controls.

Staff have access to a comprehensive set of Health and Safety policies in Scope's policy and procedure file.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

A recruitment procedure is followed. Records seen indicate that the references are sought and Criminal Record Bureau checks are carried out. The inspector discussed with the Development Support Manager the requirement to have direct contact with each referee to verify the reference.

Although this standard is not fully met a recommendation has not been made as the development support manager is aware of the need to contact referees and plans to implement are and kept records of contact details when the next round of recruitment is undertaken.

Total number of care staff:

43

Number of care staff who left in last 12 months:

6

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence

Standard met?

4

Duty rotas indicate that staffing levels are appropriate to the needs of the children. The children are divided into three groups Infants, Lower juniors and Upper juniors. Each group have their own staff team who work with them through out the day. In the evenings when the day pupils go home the boarding children come together in one group, various staff from each team make up the collective care team for the evening. All staff appeared to have comprehensive knowledge of each child's individual needs.

The inspector met with night staff at the end of their shift and all three of them confirmed that

they were provided with a good level of training to enable them to do the job. All had a good level of insight into children's individual needs.

All of them confirmed that on call support is always available and if assistance is needed the response is always rapid.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence

Standard met?

3

Training records indicate that staff receive regular training. The school is currently in the process of providing staff with a training programme in NVQ level 3 Award in care in the Caring of Children and Young Adults. The senior management team are aware of the need to achieve 80% of all staff providing care obtaining the award by 2005. Twenty four staff members have received paediatric first aid training

Standard 30 (30.1 - 30.13)

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

Key Findings and Evidence

Standard met?

3

The management of the school is divided into Infants, Lower Juniors and Upper Juniors and each group is led by a Senior Team Leader with a staff team of different disciplines working to him or her. The health care needs of children are managed by the Head of Care / School nurse who has two nurses who she manages.

All staff spoken with confirmed that they receive regular supervision.

The staff procedure handbook was made available to inspectors and was a comprehensive document. Staff had a good awareness of this document

All staff have job descriptions, which were on the records and confirmed by staff as being accurate. Training takes place on a regular basis and records showed that a fire drill had taken place with night staff.

Staff meetings take place in each of the three groups weekly and daily handovers take place at the beginning and end of each day. An inspector was present for the handover of day staff to night staff, which was carried out effectively.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The Head of Care is a very experienced nurse who has worked at the school for many years and demonstrated that she has extensive knowledge of the care of disabled children and the Conductive Education approach.

The school has registered with Crawley College and set up a care partnership and are working towards meeting the standard determined in the National Minimum Standards in respect of care staff trained to NVQ Level 3 in the Caring of Children and Young People.

Staff rotas make provision for staff having time for staff supervision, meetings, handovers, planning of care programmes and record keeping without compromising the safety of children.

The Inspector observed and spent time with children in their educational setting and for an evening and early morning routine and were impressed at the quality of the staff / pupil relationship. At all times staff were observed to be totally focussed to individual children's needs with the quality of support provided being consistent and within the philosophy of the school at all times.

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

33 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?**

4

The school is owned by Scope and a budget allocated which allows the school to operate effectively. There was no evidence at the time of the inspection that the school was not operating within good financial parameters.

All records requiring to be maintained by the Commission for Social Care Inspection are well maintained and the monitoring of them maintained by senior staff at the school

The staff team at the school is well established with many staff having worked at the school for a number of years. Staff were positive about the leadership of the school when speaking with inspectors.

The standard of record keeping and supporting documentation was very good. All staff were well aware of the National Minimum Standards for Residential Special Schools and have worked positively to ensure their implementation.

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence**Standard met?**

4

A senior adviser employed by Scope as an education adviser is responsible on their behalf for completing the visit and report as defined in Standard 33. A number of the ensuing reports were made available to the inspector and indicates that records, the physical environment complaints are monitored on a regular basis.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for the Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 14 October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

Note:

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

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

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

Action plan was required

NO

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Miss Sue Batstone of Ingfield Manor School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name SUE BATSTONE
Signature Signed
Designation Interim Headteacher
Date 11/11/04

Or

D.3.2 I of Ingfield Manor School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

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

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