



Making Social Care
Better for People

inspection report

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

Lonsdale School

C/O Lonsdale School

Webb Rise

Stevenage

Hertfordshire

SG1 5QU

18th January 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Lonsdale School

Address

Webb Rise, Stevenage, Hertfordshire, SG1 5QU

Tel No:

01438 357631

Fax No:

01438 742583

Email Address:

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

Hertfordshire County Council

Name of Head

Mrs Maria White

CSCI Classification

Residential Special School

Type of school

Residential Special
School

Date of last boarding welfare inspection:

09/03/04

Date of Inspection Visit	18th January 2005	ID Code
Time of Inspection Visit	10:00 am	
Name of CSCI Inspector	1	Louise Bushell
Name of CSCI Inspector	2	Pat House
Name of CSCI Inspector	3	None
Name of CSCI Inspector	4	None
Name of Boarding Sector Specialist Inspector (if applicable):	None	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.	None	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)	None	
Name of Establishment Representative at the time of inspection	Mrs Maria White 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 Lonsdale School

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Lonsdale School was opened in 1971, as a purpose built school for pupils with physical and neurological impairments. It is located in spacious, attractive grounds in the Pin Green area of Stevenage. Pupils at Lonsdale come from Hertfordshire and the surrounding counties following a Statutory Assessment of the Special Educational Needs. In 1998, Hertfordshire County Council and the school agreed that it would be funded for 84 places with 26 residential places. The residential accommodation comprises of four self contained units and can accommodate up to 26 pupils per night. The accommodation is shared by two groups of boarders each staying for 2 nights per week Monday to Thursday. There are four flats with a choice of single and double rooms although a maximum of three can share a room. All of the living and learning areas are at ground floor level. Living accommodation is arranged around gender and peer groups with each unit having it's own kitchenette and living area as well as bedrooms, bathrooms and toilets. All bedrooms are linked to a night monitoring system that alerts the waking night staff if a pupil is unable to sleep or having a seizure. The school provides special fittings and adaptations to meet the needs of pupils. One of the residential units has been fitted with automatic doors upon approach; all remaining unit doors have magnetic devices with hold back mechanisms. The school is led by Mrs. Maria White, Head Teacher and supported by Mrs Lesley Thompson who is the Head of Care. The school has Investors In People Status.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

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

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

This being the third inspection of the boarding provision against the National Minimum Standards, the areas highlighted within the recommendations are the main issues that require addressing within this school. Continuation with the development of the fundraising project will further develop the access to the grounds offering a wider range of facilities for persons who require mobility aids. The school should continue to monitor and promote its anti-bullying policies.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

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

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

Notification to be made to: **Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

None

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	

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	
1	RS4	The complaints leaflet must be reviewed and amended to contain correct contact information of the Commission for Social Care Inspection. A central recording system for all compliant and compliments must be established detailing actions and outcomes of all complaints.	By 15 th March 2005.
2	RS23	Consent must be sort by all children's representatives as to the night monitoring system in place within the boarding section bedrooms. This can be added to the Statement of Purpose.	By 30 th April 2005
3	RS25RS24	All plumbing works to be completed within allocated time scales and any works required as a result are subsequently completed. All bathing area's to be redecorated.	By 30 th May 2005.

4	RS26	<ul style="list-style-type: none"> • Window restrictors must be fitted to windows as indicated in the schools security risk assessment. • A Hot Water risk assessment must be implemented within the school. • Periodic fire drills and accurate records must occur within the boarding facilities. • A copy of the building site plans to be maintained in the boarding facilities. • A system must be implemented for the receipt of Medical Device Alerts. 	By 30 th May 2005
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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
1	RS23	Automatic opening door devices be fitted to the remaining three residential unit entrances, to enable freedom of movement for all children.
2	AP24RS28	Consideration should be given to the staff ratios at night and an increase from two staff to three staff to ensure the Health, Safety and welfare of all children.

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

PART B**INSPECTION METHODS AND FINDINGS**

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

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO
Date of Inspection	18/01/05
Time of Inspection	10AM
Duration Of Inspection (hrs.)	34.5
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) |
| 1 - Standard Not Met | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
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The Statement of Purpose describes the overall purpose of the school and describes the theoretical or therapeutic models underpinning the practices within the school. The Statement of Purpose read in accord with the schools prospectus provides all required information. The documents are comprehensive and clear for all. The range of needs to be met under the Statement of Purpose are capable of being fulfilled by the school as it currently operates, and the school only admits children whose assessed needs can be met within the purpose of the school. The Statement of Purpose is reviewed annually and is modified accordingly.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	3
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The school has implemented a school council, which is made up of one representative from each class who are voted to represent the pupils. This enables the pupils to voice any issues and concerns in a united forum ensuring that their views and rights are listened to. The pupils also have their own informal meetings to discuss and plan activities of the day and/or the week. The school has the relevant Policies and Procedures which are kept in the duty room in the residential sector and are readily available to staff and are supported by the management team within the school. One of these policies is for guidance and training on consulting with and involving children and their families. The school operates an Equal Opportunity Policy. The school currently supports and uses a range of communication methods to support all pupils in effective communication. Methods used include English and British sign language, symbols, tactile communication Makaton, communication aids such as Deltatalkers, Digivox, symbol charts, audio sound system, minicom which pupils can access. The opinions and views of pupils are sought informally on a regular basis and also through the annual reviews and pupils' questionnaires. The school encourages and advocates independence and opportunities are given to pupils to make everyday choices. Staff spoken with stated that each pupil's rights are respected and they attend their individual annual review especially at the 14+ transition meeting where a Connexions Personal Advisor meets the pupil to discuss the future plan. Staff speak with pupils daily on an individual basis and in groups. Parents are invited and encouraged to meet with staff and the management of the school to discuss any concerns or issues as they arise.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?****3**

The school has written procedural guidelines in relation to privacy and confidentiality and these are incorporated as part of the 'Staff Induction' training. Files and records pertaining to a pupil are open to the parents and the child. However, a separate file is kept for Child Protection information. All records are securely kept locked in filing cabinets. The records are only shared with individuals with a right to access or a need to know in order to safe guard and promote the child's welfare. The school has an Intimate Care Policy, which all care staff are aware of and adhere to. This is covered in some detail during the staff initial induction period. In house training is provided for all staff and new staff are allocated a mentor who is an experienced member of staff. The school provides a pay phone, appropriate support is provided to those who require it. The school has a wide range of communication aids such as Deltatalkers, Digivox, symbol charts, audio sound system, minicom etc which pupils can access. The school is able to provide adequate communal space for meetings in private that pupils can access. Throughout the inspection it was observed that staff interaction with all children was dignifying of their individual needs and did not intrude inappropriately or unnecessarily. The school provides guidance for pupils and staff regarding the searching of possessions.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?****3**

The school has a comprehensive Complaints Procedure in place that clearly the rights and means for the pupils to access the complaints procedure. The Complaints Procedure enables pupils to make both minor and more significant complaints. The Complaints Procedure is available in a suitable format to meet the learning needs of the pupils. Pupils who can't talk or write for themselves are aware that they could point to the complaints chart in the school when they want to make a complaint. The complaints leaflet is need of reviewing, as minor details contained within the Complaints Procedure are out of date. There are obvious advantages to having one system and details are sent to each pupil at the time of initial contact. The school has not received any complaint to date, however if a complaint was received, the written reports in relation to the complaints are reviewed and monitored by the Chair of Governors and all incidents are recorded. It is recommended that a central recording system be established for holding all records of complaint and compliment. The school is aware that the Commission for Social Care Inspection should be notified of any serious complaints or incidents. Parents receive general information on how to make a complaint in the school prospectus and more detailed information in the document for parents of boarders. Feedback from parents and boarders was positive in relation to the complaints procedure where the majority new what processes to take if they wished to make a complaint. All care staff have received training in relation to the Complaints Procedure details of which are displayed in every flat and classroom. It was noted that the school has other comprehensive mechanisms, processes and communication systems in place to listen to concerns and deal with these at origin. It should be noted the school has received numerous compliments highlighting the success of the school.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

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

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

0

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

3

The school has a robust anti-bullying policy, which includes measures taken to prevent and how to respond to observed or reported bullying. It promotes a secure environment for pupils to build their self-esteem and confidence. They have opportunities for discussion either on a one to one basis or in groups such as the school council, in assemblies or with an independent listener. Staff listen to pupils' concerns and respond to them as appropriate. All staff are offered training in awareness of and effective strategies for countering bullying through preventative programmes incorporated in Personal, Social and Health Education (PSHE) curriculum. The school carries out an internal audit every academic year on behavioural incidents, physical restraints and bullying. An annual report is compiled in relation to Anti-bullying Policy and forwarded to the County. Any pupil who is bullied would receive support from the staff and pupils can choose which staff they wish to speak to. Pupils are supervised and those spoken with confirmed that they were aware of the action to be taken in an event of being or observed someone else being bullied. The school carries out regular risk assessments in relation to bullying. There were 17 pupils who completed and returned the questionnaires. 10 pupils stated that they were not bullied at all, 5 responded that they were bullied sometimes and further 2 pupils stated that they were bullied hardly ever.

Percentage of pupils reporting never or hardly ever being bullied

70.6 %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The school has a sound system in place to notify the Commission for Social Care Inspection, the Local Social Services Authority, the Department for Education and Skills, Placing Authority and the responsible Local Education Authority of all significant notifiable events within the school. The school has a robust system in place to make the required notification under the Protection of Children's Act of any dismissal or resignation of a member of staff or other persons working at the school in circumstances, which reflects on their suitability to work with children. There have been no serious incidents requiring notification in the past year. The school's policy is that any action or investigation of a notifiable event would be fully documented, a written record kept and the appropriate authorities informed. Each pupil has a diary where all the daily activities participated in are recorded and parents are kept informed of any incidents. The residential staff have a system whereby parents receive prompt notification of any allegation that a pupil has committed an offence. The school is aware that any serious concerns about the emotional or mental health of a pupil would be referred to the school's own Paediatrician in the first instance and who would then refer to the appropriate health services if required.

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

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

0

0

0

0

Standard 8 (8.1 - 8.9)

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

Key Findings and Evidence**Standard met?**

3

The school has comprehensive systems and procedures in place to respond to the need of a child who is absent without authority. Where pupils have parental permission to be absent from the residential unit, the level and circumstances are normally agreed in advance. Care staff are aware of the measures that they should take to prevent a child from leaving without permission. There is a policy on physical restraint but such measures would normally be part of a package of Positive Handling Programme, agreed in advance and recorded in the care plan. If a child does not arrive to school, the parents are contacted. The school also have routine checks carried out through out the day and staff are made aware of appointments which pupils would be attending away from school during the day. Written records are maintained for circumstances and all incidences of a child being absent without authority, all actions taken by the staff, the circumstances of the child's return, any reasons the child has given for being absent and any actions taken in light of those reasons.

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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Staff employed at the school were observed being able to maintain safe, consistent and understandable boundaries in relation to acceptable behaviours of the children. Clear expectations of behaviour of both staff and children is understood and negotiated by both parties. It was noted that relationships between staff and pupils were generally positive and appropriate. Although there is a culture of formality with staff, a great deal of good humour was employed. Pupils and staff are very clear about school rules in relation to behaviour and these are firmly and consistently reinforced. The school's 'Code of Conduct' is displayed in each flat and it also has its own policy on 'behaviour and discipline.' Children within the school are looked after without favouritism or antipathy towards any individual or group. All staff are trained with an approved method of control which as a first resort teaches the use of de-escalation techniques and strategies to diffuse situations. All staff in direct contact with pupils have also received training in positive care and control, including praising pupils for their achievements. The 'achievement' of ethos is announced in assembly and displayed on notice board for the week. These are also entered in record of achievement files, which are calculated at the end of each term. Pupils spoken with expressed a sense of pride when they are honoured with these achievements. Some have set their own targets in achieving these stars. Communication between staff and pupils that was observed by inspectors was noted to be very positive. Inspectors were impressed with the empathy and attention staff displayed towards pupils and the inclusive way the school is conducted. Adequate numbers of staff are allocated on duty per shift in each flat.

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence**Standard met?**

4

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

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence**Standard met?**

3

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

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

Residential care staff and the teacher's work in unity to ensure that individual pupil's educational progress is maintained. It was observed that care staff are familiar with the educational needs and progress of the children in their care. Sound communication methods are in place to ensure a seamless link between residential and school needs and objectives, working together to encourage each child's personal, social, educational development and achievement. The residential department is integral to the school and the development of the children. Each care staff is linked to a class group and is involved in reviewing pupils' care plans and Individual Educational Plans (IEPs) in conjunction with the class team. Pupils who use the residential facilities as boarders complete their homework between 4-5 pm and staff are on hand to provide guidance and encouragement.

There is a wide range of activities provided during the evening in each flat and pupils spoken with said that they enjoyed board games, colouring, making cards, going out to bowling, cinemas, swimming etc. They also said that they were happy with these programmes and that the school is flexible in allowing them to engage in a different activities of their choice. Time is also spent in socialising with pupils from other flats. Where appropriate the children are assisted in the development of independent living skills by both the teaching and the care staff.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

3

The school provides suitable and adequate activities for boarding children out side of school hours. Children are encouraged to partake in activities, which take account of their race, culture, language, religion, interests, abilities and disabilities. The children were seen to have a well balanced and established time table distributing free time and organised activity time. All activities within the school take in account the safety of the child at all times. Where high risk activity has been identified a comprehensive risk assessment has been established to ensure adequate safety precautions are taken and risks are minimised. All equipment is reported to have regular checks, maintenance carried out. The residential school offers a variety of in-house activities and use the external grounds during the summer. There are televisions, video recorders and music centres in each of the house lounges, together with other games. Trips to local facilities include going to the Cinema, Bowling, shopping, Leisure Centres etc. The school has established links with mainstream local primary and secondary schools and other parts of the county. Some of the pupils integrate on a part time basis into these schools. There is some opportunity for leisure activities before supper and bedtime. Individual hobbies are encouraged and supported.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?**

4

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

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

3

The school provides adequate quantities of suitably prepared wholesome and nutritious food with particular attention paid to pupils with special dietary needs. Meal times were noted to be orderly, well managed and pupils had a choice and preferences. Additional drinks and snacks are available to boarders at reasonable times. Menus showed that the meals were well balanced and nutritionally sound. Past menus are kept and bear testimony to the variety of meals provided, (including specialised meals where required). All meals except for supper are taken in the school dining room. Both lunch and tea are provided with cooked meals. Supper is planned on a weekly basis and stock taken from the main kitchen. There are some pupils who are on reducing, non-dairy products, diabetic and vegetarian diets. Each flat has its own kitchenette and the furnishings are suitable for the numbers and needs of pupils. Dinner is provided in the dining room area a whilst supper is supported on the individual flats. All residential staff have obtained food and hygiene certificates. Pupils spoken with said that they enjoyed the food and it was noted that alternatives to the menu is also provided. Crockery, cutlery and specialist feeding equipment is available for the children who require them. Appropriate support was observed being offered to the children requiring this. Drinking water is available to children throughout the day and all are encouraged to carry water bottles with them if able. Those requiring further support were observed to be offered adequate levels of fluid. The school was recently inspected by the Local Environmental Authority whose reports were positive. The school is currently managing vacancies for various reasons within the kitchen department. The efforts of the collective staff and ancillary team must be noted, in ensuring that the good practice's and a high standard of food hygiene is being maintained. The long term management of this situation is being continuously reviewed to ensure adequate support for all staff.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence**Standard met?**

3

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

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents and any placing authority for the child. It identifies the needs of that child that the school will aim to meet and specifying how the school will care for the child and promote their welfare on a day-to-day basis. Similar consultation occurs where significant changes are made to the placement plan. The plan is consistent with the care plan of the placing authority for any child placed by such a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Support to all children is provided appropriate to their individual methods of communication encouraging them to become more involved in the decision making within their lives. Children are encouraged to know their placement plan and its content. Feedback from the children identified that the majority of children were aware of their individual plans. IEP progress reports are also carried out and an achievement award is given for particular progress made. Each pupil has a curriculum record and an annual review is carried out. Care plans scrutinised showed that the school has identified individual's needs and is aiming to meet these on a day-to-day basis. Each care plan is regularly reviewed and amended as necessary to reflect any significant changes in the pupil's needs and progress. Care staff from each flat are allocated to a class to support the co-ordination of the care plans for pupils in the group.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

3

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

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

2

The school maintains a register of all children within the school detailing admission and departures from the school. Records were also maintained detailing staffing list including role and hours etc. The residential unit maintains clear records on boarders and the school has full records of the staff it employs. Staff duty rotas for the flats were provided to the inspectors and it was noted that adequate number of staff were rostered on each shift. Major events that affect the pupils are recorded. The accident log was well maintained. Past menus are retained by the staff in the main kitchen. The school has a comprehensive recruitment and selection process in place. However upon inspection it was noted that some personnel records did not contain the required information to meet the standard. Further auditing is required in order to ensure all files record and hold accurately the required information. A checklist is in place to ensure recruitment procedures are followed and staff involved in the recruitment phase are aware that references have to be followed through by a telephone call to confirm authenticity.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

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

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

9

This standard is not applicable.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

The school actively promotes the involvement of children in social groups and counters isolation of individuals. Pupils are able to mix with and involve with the mainstream local schools they also access local communities facilities. Pupils are able to contact any member of staff with personal or welfare concerns. Alternative means of communication include the use of Deltatalkers, Digivox, symbol charts, audio sound system, minicom etc with the support of a Speech and Language Therapist. The school does not admit pupils whose primary needs are issues around abuse prior to admission. However, if it known later then the school would provide support. Pupils would be given appropriate support following any traumatic incident or bereavement. The school provides professional services where necessary to help children develop individual identity in relation to their gender, religious, racial, cultural or linguistic background, their disability and/or SEN or sexual orientation. Children who require specialist external services (eg for recreation, health, education or legal representation/advice) receive those services in practice. Staff cooperate in implementing any programmes associated with specialist services such as speech and language therapy or physiotherapy programmes. Any specific therapeutic technique is only used with any child at the school if specified in the child's placement plan and if agreed by the child's placing authority in the case of a child placed by a local or health authority or the child's parent where applicable. Additionally the safe and effective use of the technique is known to be supported by evidence. It is carried out only by, on the directions of, or under the supervision of a member of staff or other practitioner holding a current recognised qualification in the therapy concerned, whose qualification the school has verified as valid and appropriate directly with the awarding body or relevant register.

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?	2
<p>The school is located in a pleasant area of Stevenage with lots of space to allow pupils to walk in safety. There are four flats, each accommodating up to seven pupils. At the time of inspection the school was undergoing some major plumbing works and one of the residential unit was not being used. Some pupils choose to have a single accommodation and a maximum of three can share a room. All of the living and learning areas are at ground floor level. Living accommodation is arranged around gender and peer groups with each unit having its own kitchenette, dining room as well as bedrooms, bathrooms and toilets. The arrangement allows for social mixing of genders without impinging on privacy. All bedrooms are linked to a night monitoring system that alerts the waking night staff if a pupil is unable to sleep or is having a seizure. The school must implement a system to ensure that appropriate consent has been sort and is provided in the school's statement of purpose. Such equipment is solely for the purpose of safeguarding and promoting the welfare of the child or of other children in the school, and with the full knowledge, subject to the age and understanding of that child and any other children affected. The school provides special fittings to improve lighting in the flats and adaptations to bath hoists, toilet chairs, standing frames, electric wheelchairs etc. Light switches are fixed to low level and all areas accessible by wheelchair users. Special feeding equipment with rimmed plates are provided. There is additional system for pupils with hearing impairment i.e. amplifier on phone. There is an identified charging bay for electric wheelchairs. One of the residential flats has been fitted with devices on entrance doors. The remaining three are fitted with magnetically hold open doors on opening. Pupils stated that it would be helpful if all the doors were automatic and requested that these mechanisms could be fitted. Many pupils stated that the current doors were heavy to open. To ensure that the accommodation allows for freedom of movement and that the children are able to have necessary access to all parts of the boarding facilities, it is recommended that consideration be made to the fitting of further automatic door opening devices. The bedroom doors within each of the flats are sliding doors, further advice is being sort from the Fire Department as to their suitability. The home has adequate space for wheelchair users. All aspects of moving and handling are risk assessed. The Occupational Therapist assesses the home and premises. Currently, the CSF uses the Pennine flat for respite care services from Friday night until Monday morning. A shared facility agreement has been drawn up between the two services. Generally this arrangement does not impinge on the existing pupils. There is a keypad system in use on the front and side entrance and</p>		

an alarm system is in place to provide security through out the school.

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?

2

The residential accommodation is appropriately decorated and furnished to an acceptable standard. Redecoration has occurred within the flats, which is on a rolling programme of works. The flats are laid out in a homely fashion, with pictures, photographs and fittings, such as lampshades. Bedding, floor covering, curtains, heating and lights were all satisfactory. All bedrooms have adequate storage space. The grounds were safe and pupils were aware of the areas where they could and could not go. Pupils were accommodated according to age and gender in either single or shared bedrooms. There were adequate facilities to enable pupils to pursue hobbies, interests and leisure activities. There are rooms where visitors can be seen in private, if they wish. There is a call system in place for the children to call for help as required. There are currently two waking night staff and one person sleeping in. The sleep-in room is not fitted with an intercom system and the staff can only be summoned by a member of staff knocking on the door. This may present serious health and safety concerns at night as most intervention with children is carried out in pairs and therefore the staff would be away from the intercom monitor system and unable to hear and respond to emergency requests. The Head Teacher informed the inspectors that proposals are being drawn to increase the night staff ratio to three, thus eleviating this issue. An advisory recommended is being made that the waking night staffing increase to three. Please also see standard 28.

There is adequate lockable space available in each bedroom for pupils to keep their valuables. The school has a laundry with two washing machines, a tumble drier and ironing facilities for bedding and some clothing. Pupils who are able are supported by staff with their washing and a laundry person is employed on a part time basis. There are facilities for children to pursue personal hobbies at the school, with sufficient and secure storage for safekeeping of materials. All children are able and encouraged to personalise their bedrooms or dormitories within reason. During term time, residential accommodation for pupils is reserved for the exclusive use of the pupils for whom it is designated, with other pupils only having access by reasonable invitation of pupils living in that building or unit. The interior and exterior of the school is maintained in a good state of structural and decorative repair. The school is currently undergoing some major plumbing works and certain areas of the residential unit are not being used. All areas affected by the works will be made good and redecorated as required. It is anticipated that works will be complete towards the end of term. Damage to the premises and furniture is repaired promptly. The Head Teacher informed the inspectors that plans are in place to upgrade the bathing facilities available within the boarding are to create a larger space and homely environment. Grounds and play areas and fixed play equipment are well maintained and safe. The school is currently fund

raising for a project that will support the development of the school grounds to include a landscape garden area, further wheelchair adapted area's and play equipment. Commendable progress has been made with this project and the fund raising efforts of all should be noted.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence

Standard met?

2

Each unit has a large bathroom, which includes shower beds, toilet chairs, walk-in shower and domestic size bath. Major work to the plumbing system is currently being completed and it is anticipated that this be complete by the end of term. Staff have separate facilities for their exclusive use. The Head Teacher informed the inspectors that plans are in place to upgrade the bathing facilities available within the boarding are to create a larger space and homely environment. Feedback from pupils has indicated that the space in the bathrooms is limiting. All bathrooms are in need of redecorating.

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?**

2

The school has implemented many risk assessments to ensure and maintain a safe environment at the school. These include the many aspects of the school activities such as driving the minibus, administration of medication, avoiding risks of infection from blood and body fluids and security etc. The security risk assessment completed by the school details that "windows should be fitted with lockable restrictors and locked at night". It was observed that numerous windows are not fitted with adequate restrictors, a recommendation is being made that windows are fitted with restrictors as per completed risk assessment. Pupils and staff are aware that there are hazards in the school and its grounds but these are risk assessed to ensure that these are minimised and managed. General risk assessments are also carried out for off site activities. All risk assessments are reviewed periodically and updated according to change in needs. Risk assessment is also carried out for pupils who use the 'bed rails' and these are kept in individual care plans. A recommendation for the implementation of a hot water risk assessment is being made, as there is currently not one in place. Fire records are maintained for the checking of the emergency lighting system, fire alarm panel and extinguishers. Fire drill records for the boarding section of the school are not be maintained currently. A recommended action is being made for fire drills to occur on a regular basis within the boarding section of the school. It is further recommended that site plans are maintained in the boarding area so in the event of a fire adequate plans of the school can be past to the fire department. Periodic checks are occurring and are well documented. Gas safety and boiler records are maintained within the school and are up to date.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

The recruitment and selection of boarding staff is completed on site. All applicants have to complete an application form. The school has a clear policy and procedure in place for the recruitment, retention and selection of staff. Staff personnel files were inspected. All staff held a current enhanced CRB disclosure. Files contained verifiable evidence such as identification checks, two references and written evidence that contact had been made with the referee's to validate it, any qualifications held and certificates, a CRB, interview notes and contract.

Total number of care staff:

12

Number of care staff who left in last 12 months:

0

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?****2**

The staff rotas confirm that a minimum of two members of the residential care staff are allocated in each flat and all staff start their shift in the afternoon on Mondays to receive pupils after their weekend. Care staff work split shifts on Tuesday, Wednesdays and Thursdays to complement the needs of the school. Morning shift is covered on Fridays when pupils return home for weekends after school. At night there is currently a registered nurse and a waking care staff with another member of staff on sleeping-in duty. Staff rotas confirm that there are adequate numbers of residential care staff rostered on duty during the day. Please see standard 24 with reference to issues and plans regarding the increasing of waking night staff to three. Staff also work flexible hours to meet the needs of the school at other times. Senior staff including the Head of Care who live on site are also available in an emergency. There are regular staff handover during each shift. The majority of the care staff have completed the NVQ level 2/3.

Standard 29 (29.1 - 29.6)

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

Key Findings and Evidence**Standard met?****3**

The school has an induction-training programme for all newly appointed care and ancillary staff which includes guidance on child protection. New staff are supervised, clear about accountability and reporting lines, and procedures to be followed in relation to emergencies, health and safety, child protection and notification of incidents. Each member of staff has a personal development plan. Each new staff has a mentor and at the end of the probationary period, the Head Teacher and the mentor convene a meeting for the final review with the care staff. Each staff member receives a Performance Management Interview twice yearly. All residential care staff are given training on medication, behaviour management, listening skills and Child Protection. They also have access to policies and procedures and a full set is also kept in the main office. Such training has addressed the appropriate response to and management of the children and in any special means of communication used by one or more children at the school. Recent training facilitated within the school includes manual handling. Members of the staff team that trained to train others deliver the training. The system in place is to be commended and the efforts of the team to be noted. An advisory recommendation is being made that a matrix of the training compiled for all staff so an overview of training needs can be seen by visual representation.

Standard 30 (30.1 - 30.13)

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

Key Findings and Evidence**Standard met?**

3

All residential staff receive formal and informal professional support and performance management and a confidential record kept. This is in the format of a Performance Management Interview, which occurs twice yearly. Care staff are included in the whole school annual appraisal process. There are also frequent informal contacts between members of staff and the senior managers. They are supported through a range of written policies and procedures (and a 'read and sign' system is in place to ensure that they have each had access to the latest revision). New members of staff are supported through a robust induction procedure with mentoring sessions and probationary meetings periodically spaced to allow for progress and knowledge to be gained. New staff spoken to indicate that they feel very supported within their roles. The school has achieved Investors in People Award and The National Training Award. There is a link working system where each care staff work closely with a class group and attends the review meetings. The Head Teacher networks with other head of schools and she is supported internally by the School Governors.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The Head of Care has successfully completed the NVQ Level 4 in management of care and is currently supporting 3 care staff who are undertaking the NVQ Level 3 in view of qualifying to be an assessor. Pupils are not given responsibility over other children and there has been no allegation of abuse by a member of staff against a pupil. School and County policies and procedures are in place to ensure that staff respond to emergencies. Parents are given details of school policies in the school prospectus and addendum for the boarding flats. The Head Teacher undertakes to provide parents with information about how to contact the local Social Services Authority and Commission for Social Care Inspection. There are 6 care staff who are currently undertaking NVQ Level 3 in Care for Children and Young People.

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

X %

Standard 32 (32.1 - 32.5)

The 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?

3

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

Standard 33 (33.1 - 33.7)

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

Key Findings and Evidence

Standard met?

3

Members of the governing body undertake termly visits to the School. The majority of visits counted as meeting the above requirement are carried out unannounced. They include, checks on the school's records of attendance, complaints, sanctions, and use of physical interventions, assessment of the physical condition of the building, furniture and equipment of the school, and opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish). These visits are usually unannounced. Copies of any inspection reports by the Commission for Social Care Inspection are made available by the school to all members of staff, to children resident at the school, to parents, and on request sent to placing authorities of existing children or those considering placing a child.

Lead Inspector

L. Bushell

Signature

Regulation Manager

H. Pettengell

Signature

Date

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

There was no lay assessor assigned to this inspection.

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 18th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are currently working on the best way to include Head's responses in to the final published reports. In the mean time a copy of the response can be obtained from the Hertfordshire Area Office.

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

Amendments to the report were necessary

YES

Comments were received from the provider

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

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 14th March 2005, 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

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

Print Name _____

Signature _____

Designation _____

Date _____

Or

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

Print Name _____

Signature _____

Designation _____

Date _____

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

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