



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Priory School

**Mount Road
Bury St Edmunds
Suffolk
IP32 7BH**

Lead Inspector
Cecilia McKillop

Announced Inspection
29th November 2005 13:00

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Priory School
Address	Mount Road Bury St Edmunds Suffolk IP32 7BH
Telephone number	01284 761935
Fax number	01284 725878
Email address	prioryadmin@talk21.com
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Priory School
Name of Head	Lesley Preece
Name of Head of Care	Georgina Lewis
Age range of residential pupils	9-16
Date of last welfare inspection	12/10/04

Brief Description of the School:

Priory School is owned and managed by Suffolk County Council and it provides education for children between the ages of 9 years (Yr.4) and 16 years (Yr.11), who are subject to a Statement of Special Educational Need. All of the children will have been assessed as having a learning disability at some level and a number will have associated emotional and/or behavioural difficulties.

The boarding provision can cater for up to 24 children. A number of children access the boarding provision on one of two nights each week but 9 children board between Monday and Friday. A total of 35 children access boarding, however the school has recently introduced home stay where some identified children can stay at the school into the early evening before being collected by their parents.

There are two boarding houses, Abbey and Priory, which were in the process of being refurbished. Sleeping accommodation was in single bedrooms and dormitory areas in groups of 4's.

The design of communal areas downstairs in boarding houses was open plan with a separate kitchenette area curtained off. There was space to eat around a dining table and an adjoining television/sitting area.

All children, day and boarders, eat in a central Dining Hall with adjacent kitchen, staffed by employees of the County's Catering Team.

SUMMARY

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

The inspection was conducted over three days, and interviews were held with the children, staff and management team to ascertain how the care was provided. The school helpfully provided staff, who were not directly involved in care to assist the children to complete questionnaires and a member of staff to sign during the interviews with young people. Interviews were also held with the residential governor, a visiting parent and with the independent listener. The routines in the boarding houses in the evening and early morning were observed.

Questionnaires were sent to parents and to staff to complete.

The Head Mrs Preece was on long term sick at the time of the inspection and Mr McKenzie the acting head and the members of the senior management team assisted the inspectors.

The findings of the inspection were very positive and the school were found to have exceeded the standards in a number of key areas. At the end of the inspection, feedback was provided to the senior management team. The inspectors made a number of recommendations, which will further develop practices and safeguards within the school. The management team responded to the inspector's findings in a constructive manner.

What the school does well:

The school presented as forward looking and positive. The management team were open to new ideas and there had been a number of new developments since the last inspection. There had been considerable financial investment and with a general upgrading of the facilities and better access. The improvements include a new ICT suite, conference centre, and playground. The residential upgrading was also well underway with new beds, furnishings and decorations. The school has further plans to gain specialist school status and develop the schools role in terms of outreach and training.

The majority of staff have worked at the school for a number of years and were experienced and knowledgeable about children with special needs. The atmosphere in the boarding houses was relaxed and nurturing. Staff were child focused and interacted with the children in a warm and clear way. Children are supported to try new activities and develop their social skills. The parents who completed the questionnaires highlighted the areas of activities, social skills and independence building as the best things about the school.

The children were able to identify a wide range of staff at the school, who they can talk to if they are unhappy. The school has an independent listener who was knowledgeable about the needs of children with special needs. She visits the school regularly, and spends her time with the children.

Staff were aware of child protection procedures and this included those working in an ancillary capacity.

The school has established a number of mechanisms to consult with young people, which includes a school council and the residential council.

The school has a well developed independent living skills programme as part of the residential programme, which uses one of the Flats and builds on young peoples skills in budgeting, cooking and organisation.

What has improved since the last inspection?

The majority of matters have been addressed in the previous section. All the requirements and recommendations made at the last inspection have been addressed. There was also evidence of ongoing review of procedures and documentation and inspectors were advised that a range of documentation had updated since the last inspection.

What they could do better:

Medication systems worked well however further safeguards would be provided by the provision of a booking in and a returning system for medication.

Advice should be sought on how the school manages the risks associated with epilepsy particularly around bathing and the potential conflicts between safety and privacy.

The care plans should be expanded and accurately bring together information from other sources. Risks should be documented and the plans should clearly outline to staff how best to care for the children.

The levels of staff should be reviewed in the light of the additional numbers of children accessing the provision in the early evening and the supervision of bathing and provision of personal care.

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

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

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

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

14,15

The school provides nutritious and appealing meals for the children and promotes a healthy environment. Young peoples health is taken seriously however the management of some of the specific health needs should be reviewed. The medication systems work well but further safeguards are recommended.

EVIDENCE:

Meals are prepared by the county council catering staff and menus were prepared and on display. The meals were all served in the school dining room and since the last inspection a new self-service system has been introduced. The meals served during the inspection were nutritious and wholesome and there was always a choice available. Staff eat with young people and the dining was well managed and orderly, second helpings were available. The feedback from young people was positive with 14 out of 18 pupils who completed the questionnaires reporting that they liked the food. Four pupils indicated that they like the food sometimes. The feedback from the young people who were interviewed also gave a similar picture with the majority of the children being very positive about the meals provided.

The catering staff confirmed that they had received training on food handling and in healthy eating.

The staff appeared to know the children well and support is provided on an individual and discreet basis. There was evidence from the records examined on ongoing monitoring of the children's health and their height and weight were regularly recorded.

Children with specific health needs have a health plan, which is completed by the school nurse. However the inspectors found examples of where all the information was not transferred across into the care plan and the management

should ensure that staff working with the children have the most up to date information on their needs and any concerns. There were examples of good practice and some of the plans clearly outlined what staff should do to closely monitor and manage a specific health issue.

The management of children with epilepsy was an area where the inspectors have recommended further attention. For while staff receive training on how they should respond should an emergency arise there was less clarity about how the practicalities of everyday living and the potential risks should be managed. Care plans/ risk assessment were not very specific about the levels of supervision that should be provided and it is recommended that this is explored further in conjunction with health colleagues, particularly with reference to areas such as bathing.

Where intimate care is required, some guidance is available for staff to follow however this could be expanded in some of the cases examined. Enuresis was managed sensitively.

Staff are aware of the schools health promotion policies through the written procedures that are in place and from staff inset days and work to those guidelines. Training on first aid is provided and first boxes were available at key locations through out the school.

Medication was found to be securely stored and a written record was maintained of all medication administered. The school does not routinely record medication, which is brought into school by the children, or the number of tablets returned home. The school may find it helpful to look the publication from the Royal Pharmaceutical Society entitled the Administration and control of medicines in care homes and children's services.

Staying Safe

The intended outcomes for these standards are:

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

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

The schools procedures and training offer safeguards to young people.

EVIDENCE:

Children's records were securely stored and staff were clear about when and under what circumstances information is shared about children and the practical steps that they take on a daily basis to respect the children's privacy. There was a telephone which young people use to keep in contact with their families and a number have mobile telephones. One of telephones has specific features, which means that it can be used by children with a hearing loss.

There were clear arrangements in place relating to the provision of intimate personal care, however some of the written information on care plans would benefit from further clarity.

There is a complaints procedure in place and the children who completed the questionnaires were clear that there was someone within the school that they could speak to if they had a concern or a complaint to make. The children who were interviewed expressed confidence that any issues that arose would be sorted out by the adults. All the parents who responded to the questionnaire were very positive about the school although just under half said that they had not recall receiving any written information about the schools complaints procedure. The Head however confirmed that this information had been provided through the schools newsletter. The school maintains a record of all complaints.

The school has an independent listener who came in to the school as part of the inspection. The arrangements appear to work well and the independent listener visits the school on a regular basis and spends time taking with the children. The listener has a background in education and was knowledgeable about the needs of children with special needs and has undertaken training in child protection.

There is a child protection policy in place and this had recently been updated and expanded. The policy stresses the importance of reporting concerns to a senior member of staff no matter how trivial. All care staff have undertaken recent training on how they should respond to an allegation of abuse. The ancillary staff said that they would report any concerns to the care staff.

The school has comprehensive anti bullying and self assertiveness policy in place which aims to make the school a place where bullying is less likely to happen. The school state that they do this through increased awareness of bullying and the building of the children's self-confidence. The inspectors observations was that the school was supportive environment and they were told by children that "they felt safe at the school", and that staff tried to sort out disagreements which arose between pupils. In terms of the questionnaires, ten out of the 18 children who completed the questionnaire said that they had been bullied at the school; nine said that they told staff about it and six said that as a result the bullying stopped.

There is a policy on unauthorised absences however it was more relevant to events occurring during the school day rather than in the evening. Advice was given on how it could be expanded to outline what staff should do if a young person is noted to be missing and steps that should be taken, including a search, informing parents and the police. The policy should also emphasise the importance of a trusted adult speaking to the child on their return about the reasons for the absconding.

The interactions observed between staff and the children were warm and relaxed. The house rules have been developed with the involvement of the children and were displayed. When the inspectors asked the children about what they could and could not do they showed that they understood these areas well. The children who were interviewed were clear about what would happen if they did something wrong and staff were described as "strict "but fair. Staff informed inspectors that there was a clear boundary between the residential and school parts of the school and incidents at school were not carried over into the evenings.

Staff confirmed that they have completed a course of 'School Safe', the programme of physical control and restraint. Staff reported that this was only used rarely. The records relating to restraint was examined as part of the inspection and there was an average of approximately two incidents each month with short periods of increased activity. The records were generally satisfactory and indicated that all the holds were escort holds and there was evidence of discussions with the children after the event.

There were no significant hazards to the health and safety of the children noted during the inspection. Risk assessments were comprehensive and detailed and all the evidence was that health and safety was taken seriously. There had been a recent audit undertaken by the local authority and the school informed inspectors that this had been very positive. There was evidence of water testing, PAT testing and regular testing of fire safety equipment. Young people confirmed that there were regular fire alarms and said that they were clear what they should do in the event of a fire.

A sample of staff appointment records were examined as part of the inspection. There was evidence that checks were undertaken on staff identity, references were taken up, criminal record bureau checks were in place and records were maintained of interviews. Teaching staff are all employed by the local education authority and where a member of staff moves from one local school to another a new CRB, is not undertaken, as there has been no change in position or employer. One issue was identified with one of the CRBs and this related to a member of staff moving to the school with an existing CRB . However this check related to work with adults and not children and therefore the protection of children list was not checked.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12,13,22

Education is supported by the residential provision and children are enabled to participate in a wide range of social activities in the local community.

EVIDENCE:

The residential provision is integral to the work of the school and pastoral staff support the educational component. There is an effective procedure for sharing information between the day and boarding settings.

The school caters for children with a wide variation of needs however the inspectors observations were that the residential staff knew each of the children well and were able to respond to their individual needs. Staff were observed actively worked with the children to develop their social skills and help them integrate them with their peers.

Inspectors observed the children participating in activities during the evening. It was clear that the children thoroughly enjoy the activities and pastimes arranged for them by staff both inside and outside the school. One young person who was interviewed requested that staff join in more with the activities but on evening of the inspection, staff were fully participating.

The children confirmed that they have a wide range of people to whom they can talk if they are unhappy and the majority said that they felt safe at the school. As outlined earlier in the report the school has an independent listener who regularly visits the children and spends time with them.

Older children have appropriate sex education and guidance and care staff attend the inset training and are clear as to the information being given the young people.

Care staff help young people with homework functions such as reading and spelling practice.

There is an accredited life skills programme that uses the Flat as a realistic base for practising activities that are necessary for everyday living and which will be needed later on when pupils move to less supported settings.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2,9,11,17,20

Children's admissions and their moving on are planned and they are supported to express their views about the care. Staff knew the young people well but some of the written documentation could be developed.

EVIDENCE:

The school consults with parents in a number of ways including reviews parents evening and the parent partnership initiative. In the pre inspection questionnaire Mr McKenzie, the Acting Head was able to outline a number of changes that had been made to the routines of the school as a result of consulting parents.

Parents who responded to the questionnaire were very satisfied with the care provided at Priory School and with a small number of exceptions they all said that they had been consulted about how their child should be looked after. One parent was interviewed as part of the inspection and communication with parents was highlighted as being very positive aspect of the school.

The children who were interviewed said that "staff talk to us" and the inspectors were informed that there was a residential school council, which is run by the children and looks at residential issues.

The inspectors observations were that staff related well to the young people, expectations were clear and there were boundaries in place. Staff were observed praising children and drawing attention to their achievements. The children informed the inspectors " I can trust all the staff" and "I feel safe"

One parent said " The staff work brilliantly to make everyone feel at home" another said "Boarding has become a highlight of my daughters week and has made her happy more confident and she has a real sense of belonging"

The children generally start as day pupils before gradually being introduced to the boarding houses. Admissions appeared to be managed in sensitive way, and at a speed dictated by the child.

All children have statements of education needs and these are reviewed on a yearly basis. In addition the children also have a placement plan and in some cases a health plan and a behavioural management plan. These plans were generally satisfactory and the inspectors noted some very positive and detailed plans. However there were others, which were quite general and did not always include specific instructions for supervision or guidance on how issues should be managed. It was the inspectors view that some of the children with more complex needs would benefit from more detailed plans. There was also some discussion at the feedback meetings about the benefits of children having ownership of their plans and this was something that the school agreed to look at further.

There is a life skills programme that has been operating for a number of years and is a part of the curriculum. This is well developed and was identified by parents as a very positive part of the school.

Children reside in the boarding houses between one and four nights each week and have opportunities to maintain contact with their families.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

16,21,23,24,25

The accommodation is of a good standard and staff provide the children with a wide range of social opportunities.

EVIDENCE:

The children dress in their school uniform for the school day and had an change into more casual clothing in the evening. The children have an opportunity to in to town, for shopping and other social activities accompanied by a member of staff.

The children's pocket money is usually kept by staff and distributed as required

The school has provided opportunities for all older children to develop the knowledge and skills necessary for their likely future living arrangements. There is a great deal of input by care staff into these aspects. From Yr. 10 onwards there is emphasis on life skills and practising the techniques that will be needed later on. This may include living in the Flat, planning meals and budgeting. Inspectors observed staff planning a meal and preparing sandwiches with older boys and girls.

One boarder lives permanently in the Flat and follows an individual programme.

The school premises are well maintained and there is range of areas for young people to play. Access into the school has been developed and improved since the last inspection with the fitting of ramps. However the residential provision is not suitable for children with severe mobility problems.

There has been considerable refurbishment of one of the residential houses since the last inspection. The rooms have all been upgraded, recarpeted and repainted in bright appealing colours. New furniture has been provided and young people can now lock away personal items. The dormitories can accommodate up to four pupils and in each house there is a number of single bedrooms. In the house, which has been refurbished, there are cabin beds provided in some of the rooms. The second house is due to be refurbished in the coming months. The school is looking at putting in additional showers in some of the new bathroom, which will increase the choice for young people and may allow easier supervision.

Staff have completely separate facilities in sleeping in rooms. The children reported that they were able to access staff should they feel unwell during the night.

There are clear arrangements in place with regard to the provision of personal care.

Laundry is done centrally on site, but there are some facilities used by older children as part of the life skills programme. The school provides bedding. The children take turns to carry dirty items to the laundry.

Management

The intended outcomes for these standards are:

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

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

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

The children are looked after by experienced and knowledgeable staff who receive regular training. Children's development and progress is recorded and there are systems in place to monitor their welfare.

EVIDENCE:

The school has a brochure, which outlines its admission criteria, and this is updated regularly by the governing body. The parents who completed the questionnaire confirmed that they had received written information about the school. There is a document for young people entitled " Information that you need to know about being a boarder", which is presented in written and picture format and provides information about boarding and the rules in place.

Each child has a personal file which contains their statement of educational needs and other key documentation, such as details of who to contact in an emergency and details of their medication. Records are maintained of childrens progress and achievements. A sample of staff personal files was examined as part of the inspection and these were all in order. Records of accidents and copies of menus are maintained. The files were all stored securely.

The residential childcare officers work split shifts covering the five mornings and four nights that children are present in the boarding houses. The senior staff on the team work some hours during the classroom day to enable them to carry out the responsibilities additional to their posts. This involves report writing and some attendance at reviews.

Because staff are on shift at all times during the waking day, with two identified to sleep in or be on call, continuity of care is achieved. There are arrangements in place with regard to staff sickness cover and the insecotrs were informed that cover is usually provided from within the whole school team.

Teaching and ancillary staff carry out 'extraneous duties' in the early evening to allow a wider range of activities to take place. Inspectors interviewed these staff and they were clear as to their roles and confirmed that they had access to training. As outlined earlier in the report there has been an increased number of day children accessing the provision in the early evening and the numbers of staff undertaking extraneous staff should be reviewed in the light of these developments.

In the latter part of the evening of the inspection there were four staff on duty covering the two houses, including the senior member of staff who floated between them. Staff were observed giving out the medication, organising supper, overseeing bathing and helping the children to get ready for bed. One young person was unwell and staff responded to this quickly and appropriately. There were some issues identified which have been outlined earlier in the report about the levels of supervision available for children with epilepsy, particularly when they are bathing. The school have been asked to review their practice in this area and levels of staff should also be looked at in relation to this.

The pastoral staff are well qualified and experienced in looking after the needs of children with learning needs. Staff who were interviewed and those who completed the questionnaire reported that they were well supported by the Head of Care and the management team. Staff have annual appraisals.

The Head of care is hoping to access joint care and management training at NVQ level 4, when this course starts locally.

A sample of records were examined as part of the inspection and these were generally well maintained and there was evidence of management oversight and review.

As part of the inspection the inspectors met with the residential governor who has specific responsibilities for the residential aspects of the school. The Governor takes his role seriously and he visits regularly and unannounced completing a report on his visit. The inspectors had a query with a comment made in one of the reports and it was agreed that the Head would clarify this with the Governor and provide advice if necessary.

SCORING OF OUTCOMES

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

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

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

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	3

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	4
23	3
24	3
25	3

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

No

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	It is recommended that the school review in conjunction with health colleagues how best they can support children with epilepsy and achieve a good balance between safety and privacy.	15/01/06
2	RS28	It is recommended that staffing levels are reviewed in relation to the increased numbers accessing the residential provision as day pupils and the need to safety monitor the needs of children with specific health needs.	30/03/06
3	RS17	It is recommended that some of the care plans and the behavioural management plans in place are expanded and provide clearer guidance to staff on how children's needs should be managed.	30/03/06
4	RS27	All Criminal Record Bureau checks for teaching and care staff should include POCA and include work with children.	30/03/06
5	RS14	It is recommended that the school maintain a record of the medication received and returned to parents.	01/02/06
6	RS8	The schools procedures on the actions to take when a child is found to be absent without authority should be expanded to address events in the residential part of the school and cover what should happen on the child's return.	30/03/06
7	RS10	The record of the use of physical interventions	30/03/06

		should be maintained in a bound and numbered book.	
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