



Champions for  
Social Care  
Improvement

# inspection report

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

## **Hebden Green Special School**

Woodford Lane West

Winsford

Cheshire

CW7 4EJ

16th & 17th March 2004

## Commission for Social Care Inspection

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

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

### The role of CSCI is to:

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

## Inspection Methods & Findings

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

### The 4-point scale ranges from:

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

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

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

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

<b>SCHOOL INFORMATION</b>
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**Name of School**

Hebden Green Special School

**Tel No:**

01606 594221

**Address**

Woodford Lane West, Winsford, Cheshire, CW7 4EJ

**Fax No: 01606 861549****Email Address:**mrfarren@hebdengreen.co.  
uk**Name of Governing body, Person or Authority responsible for the school**

Cheshire County Council

**Name of Head**

Mr A Farren

**NCSC Classification**

Residential Special School

**Type of school**

Maintained special

**Date of last boarding welfare inspection:**

3/03/03
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<b>Date of Inspection Visit</b>		16th March 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Karen Forster	078194
<b>Name of NCSC Inspector</b>	<b>2</b>		
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Not applicable	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		Not applicable	
<b>Name of Establishment Representative at the time of inspection</b>		Mr Andrew Farren	

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Hebden Green Special 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.

Hebden Green Community Special School is a maintained special school for children with physical disabilities, with associated medical and sensory needs. The school is maintained by Cheshire County Council Education Services.

The school provides for children aged between two and nineteen years for educational purposes, however the residential provision only caters for children aged from eleven years. The establishment is situated in the town of Winsford in Cheshire, within a small campus of educational provision.

A different group of children use the residential facilities each evening with their peers. The school currently holds a waiting list for the use of the residential programme.

Care associates employed by Cheshire County Council and a school nursing team of qualified nurses staff the residential facility.



## **PART A      SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

Hebden Green school maintains clear prospectus details and a comprehensive SEN policy. The school has developed a pupil's guide, which is presented in a child friendly manner. The students have developed a guide to the residential service in school. This document is very child centred and presents the reader with a clear view of the service from a student's perspective.

The care staff interact positively with students, maintaining eye contact and approaching individuals at wheelchair height.

The care associates are well managed with clear lines of accountability and operate well as a team. The school nursing team complement the work of the care staff and provide invaluable clinical input and health advice and support to students.

The school maintains a school council forum, which collects and debates young people's opinions regarding issues in school. The student group's proficiency in debating issues and their involvement in consultation was highly obvious during the discussion group forum convened during the inspection.

The feedback within the parental questionnaires referred to a high level of consultation and full involvement in decision making.

The leadership team work closely with the governing body to manage the service provided within school. Clear lines of accountability to the leadership team are maintained within school.

The residential accommodation provides a high quality environment for the students, which exceeds the standards in one area. The provision of small three bedded rooms promotes the privacy for students and staff respect personal space for individuals.

## **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The school has pursued the provision of an independent listener for students since the last inspection. At the time of this inspection the leadership team were considering an option for the appointment of an independent listener.

The school has developed a complaints policy as required, which includes procedural guidance for dealing with complaints. This procedure did not include a twenty-eight day response time-scale, which needs addressing.

The actual measures included within any behaviour strategy plan must be checked against DFES circular 10/98, in respect to the permissible measures for staff to use when young people attempt to leave school without permission. In addition, any management strategy must be recorded within the students' main school record and shared with all relevant parties.

The school should consider certain records within school. Incident records must be cross-referenced to a separate record of episodes of restraint or episodes of leaving the school without authority where required. The school must ensure that records of care associate rotas include the identity of the care agency where agency staff are utilised. The school must ensure that the staffing policy is included within the staff handbook.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

Hebden Green School staff strive to address the school's mission statement, 'Where progress matters'.

The teams of professionals, which include nursing, speech and language, physiotherapy, teaching and care staff teams work consistently to provide a flexible residential service to dependent students. The support of the lunch-time assistant team and general assistant team promotes the smooth running of the school programme.

The open interactive management style of the leadership team promotes the best practice within school. The care staff provide a warm and nurturing environment, after consultation with all the relevant stakeholders.



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	RS8	The school must ensure that all measures utilised to manage potential episodes of leaving the school without authority are in line with DFES circular 10/98 and are recorded within all of the student's records and shared with all stakeholders.	17.3.04
2	RS18	The school must ensure that individual records include the G.P. contact address.	31.3.04
3	RS8	The school must ensure that internal incident records cross reference to a separate record of episodes of physical intervention or episodes of leaving the school without authority where required.	17.3.04
4	RS31	The school must ensure that any new care staff are qualified to NVQ level 3 in the Care of Children & Young People or commit to training within three months of appointment.	1.1.04

### 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	RS2	The school should provide an independent listener for the student population.
2	RS4	The school should include a twenty-eight day response time within the school complaints policy.
3	RS31	The school should include those staff with qualifications that cover childhood and adolescence within the percentage of qualified staff.
4	RS31	The school should ensure that 80% of the care staff team are qualified to NVQ level three in the Care of children and young people by 2005.
5	RS33	The school should ensure that the governing body's representative completing the half termly monitoring visits, completes a CRB check at an enhanced level.

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	YES
• DfES	YES
• School Doctor	YES
• 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	NA
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	16/03/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	19
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 NCSC 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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Hebden Green school provides copies of a school prospectus, SEN policy and a staff handbook.

These documents promote the whole school approach to the education of the students. The procedural guidance within the SEN policy is consistent with the policy guidance provided within the staff handbook and accurately reflects the school population.

The school has developed a pupil's guide, which is presented in a child friendly manner. The students have developed a guide to the residential service in school. This document is very child centred and presents the reader with a clear view of the service from a student's perspective.



## 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 maintains a school council forum, which collects and debates young people's opinions regarding issues in school. The student group's proficiency in debating issues and their involvement in consultation was highly obvious during the discussion group forum convened during the inspection.

The feedback within the parental questionnaires referred to a high level of consultation and full involvement in decision making.

The care staff team receive advice and instruction from the on site therapy services, which include speech and language and physiotherapy. The latter includes the hydrotherapy service within the pool on site.

The newly developed complaints procedure for students includes a symbolic copy and Picture Exchange Communication System pack, which is helpful to secure each student's opinion.

The students know the reasons for school rules and attend their review meetings to discuss decisions affecting their school career.

The care staff team manage the residential programme each evening and designated young people stay each evening session. Therefore different children are resident each weeknight. Due to this variation the school does not operate a key care worker system; however the young people confirmed that they are able to approach any key staff with any comments or concerns.

The school has pursued the provision of an independent listener for students since the last inspection. At the time of this inspection the leadership team were considering an option for the appointment of an independent listener; the completion of this advisory recommendation would mean that this standard would be exceeded [see advisory recommendation 1].

**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 staff handbook provides procedural guidance within the 'Care and Welfare' policy, regarding the intimate care of students within school.

In practice the care staff complete personal care in twos, and demonstrated a clear understanding of school policy. In general, the care and nursing staff maintained a respectful approach when entering occupied bedrooms.

The care staff who were interviewed were clear regarding the need to pass on information disclosed by students which has child protection implications and the acceptable response to the student that confidentiality can not be given in that situation.

The students' records are securely stored within the care office and the school nursing team maintain the health and medication records. The nursing team follow primary care trust's protocols regarding the administration of intrusive medical procedures.

The responding parents and students indicated that private meeting space is available within one of the three lounge rooms within the residential area or within the meeting room in school reception.

**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 students advised the inspection team that they would address any complaints to the head teacher or the head of care and feedback that the issues do receive attention.

The school has developed a complaints policy as required, which includes procedural guidance for dealing with complaints. The internal practical procedure includes a short time scale for school responses; a maximum twenty-eight day response time-scale needs to be included within the school policy [see advisory recommendation 2].

The copy of the procedure for students is presented in symbols and includes picture exchange communication system resource, which is good practice.

**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 NCSC 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 whole school staff team has completed an inset training day regarding child protection facilitated by a contact of the LEA child protection liaison officer. The school holds a copy of the local authority's child protection policy handbook for reference.

The revised school child protection policy, dated September 2003, is comprehensive and clearly written.

Written advice regarding the procedure for any internal complaints against the head teacher, which would be considered by the governing body was included within the complaints policy.

The care staff were all clear regarding the identity of the child protection co-ordinators in school.

**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 maintains a policy regarding bullying which is clear and covers the categories of bullying and support provided to victims. The policy is dated September 2003.

The post sixteen teaching area included a display of information regarding bullying, which was child centred.

The students advised the inspection team that bullying is not an issue in school currently.

The information regarding bullying was collected during a group discussion with students, rather than the circulation of individual student questionnaires. Therefore there is no accurate evidence for the statistic below.

**Percentage of pupils reporting never or hardly ever being bullied**

X %

**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 head teacher is fully aware of the incidents that require notification to the relevant authorities. The responding parents advised the inspection team that they are notified accordingly.

During the inspection there was evidence of written records and verbal exchanges between parents, school support staff, the nursing team and the care staff team with respect to significant incidents involving each young person.

The school's personnel administrative officer advised the inspector that the local authority would manage any Protection of Children Act issues involving past staff.

**NUMBER OF THE FOLLOWING NOTIFIED TO NCSC 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

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The internal incident records detailed an incident where a young person attempted to leave the school grounds without authority and school staff intervened. The management of this episode involved the wheelchair being taken out of drive. This procedure is included within a behaviour strategy for the young person, which is agreed by the young person, but was recorded within the young person's pastoral file. The management of this episode was discussed during the feedback session and relevant information was forwarded to the inspector following the inspection.</p> <p>The removal of the wheelchair's drive was a strategy to manage presenting behaviour, which was a risk to the young person or others. This action was not recorded within a physical intervention record within school [see recommended action 3].</p> <p>The actual measures included within the behaviour strategy plan must be checked against DFES circular 10/98, in respect to the permissible measures for staff to use when young people attempt to leave school without permission. In addition, any management strategy must be recorded within the students' main school record and shared with all relevant parties [see recommended action 1].</p> <p>Each student's end of year report contains details of the number of episodes where the young person has not attended school. The management team monitor such absences and check information out with parents.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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?	3
<p>The school staff maintain clear expectations of individual behaviour and consistent boundaries are provided for the students. The young people understand the rules that are applied and confirm that they are consistently applied.</p> <p>The school adopts an ethos of reinforcement with the use of positive feedback to the students.</p> <p>The staff group operate as a close team where peer support is available and utilised.</p> <p>The staff members treated each child with respect and the students were respectful of their peers and were aware of each others' privacy.</p>		

### 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?	3
<p>Permitted sanctions are recorded within the prospectus and the pupil behaviour and discipline policy within the staff handbook. The staff handbook records the sanctions that are prohibited for use in school.</p> <p>The senior care staff record any sanction within individual daily records for the students and pass on information to parents.</p> <p>The school maintains physical intervention plans for specific students so the staff can address the needs of individuals in a planned and consistent way. The care staff have reference to individual management plans to inform their contact with students.</p> <p>In general terms the care staff are familiar with de-escalation techniques and safety for individuals and others. The leadership team have considered the provision of staff training regarding physical intervention and have not pursued this to date.</p>		

## 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
<p>A young person, who started in school in September 2003, provided an account of his introductory programme. They visited school with relatives and found that all the care staff were friendly and helpful during the process. The students confirmed that although there is no formal 'buddy' system during introductory programmes, all resident students were supportive and helpful at this time.</p> <p>Due to the demand for the residential service, at the time of the inspection, the school offered residential opportunities to students aged from eleven to sixteen years.</p> <p>Due to the flexible boarding arrangements young people have opportunities to visit the residential area prior to the completion of the first over night stay. The head of the care then completes an information form with the parents, which relates to individual strengths and needs. The school nursing team request written information from parents regarding medication and a written agreement for emergency treatment agreement.</p> <p>The students complete transition meetings after their fourteenth birthday to plan for the end of their school career. A member of the senior care staff team attends review meetings. The Connexions service is heavily involved with the prospective leavers to identify possible occupation or further education opportunities.</p>		



**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

The school maintains electronic copies of the students' individual educational plan on a database, which enables the school staff team to access relevant information.

The individual management plans for students provide information for carers including specialist advice regarding physiotherapy, speech and language and health needs. This promotes the sharing of information with all relevant personnel and helps staff to provide a consistent environment for the students.

It was recommended at the last inspection that the school consider the implementation of A.Q.A modules within the residential programme. This issue has been considered by the leadership team and felt not to be suitable.

**Standard 13 (13.1 - 13.9)**

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

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

4

The school provides a range of activities for the students both within the residential area or within the main school. Group activities are available within a programme of clubs provided by the school staff or facilitated by sports coaches from Vale Royal sports and leisure services. The care staff provide alternative activities for students who do not wish to participate in the sports clubs and extra creative activities on occasions. For example the group prepared mother's day cards following the sports club on the day of inspection.

The students have access to books, jigsaws, musical, computer, pool and television facilities within their leisure time. An amount of new play equipment had been purchased since the last inspection. The resident students enjoyed the clubs provided during the inspection and staff interacted fully with the group tasks. The responding students advised the inspector that they like the clubs on offer and find the sports club very positive. The deputy head teacher rotates the sports club programme to enable young people who stay on certain nights to access all opportunities.

**Standard 14 (14.1 - 14.25)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

The resident students receive a nursing service from a school nursing team employed by the local primary care trust. The nursing team is complemented with qualified nurses and nursing assistants. A nursing officer works waking nights along side a care associate. This team work to protocols supplied by the primary care trust. The qualified team members complete all intrusive medical activities and administer medication to day and resident students.

The school provides an office and treatment room for the nursing team. A school General Practitioner visits the school to oversee the immediate health issues of students his practice provides an emergency out of hours service to school.

Sufficient stocks of personal medicines for the school term are requested from the parents. Upon receipt the nursing team record the amount received. Any returned medication is recorded. At the time of the inspection the stocks of a supply of a controlled drug for a day student were being recorded appropriately in a separate record.

All prescribed medicines are documented on an administration card signed by a doctor, which includes the directions for use. Details of non-prescribed medication are recorded on a parental consent form, which has space for recording administration.

The medication is stored securely within two trolleys, which themselves are secured to the wall within the treatment room or the care staff office at night.

The nursing team maintain nursing records, which includes any nursing intervention and action in respect to individual students.

**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

Breakfast, lunch and evening meals are prepared within the school kitchen and served within the residential lounge areas. Supper is prepared and eaten within the lounge areas. All of the observed meal times were sociable and interactive sessions. The young people receive support to eat if required and suitable specialist eating aids are provided.

The students choose their meals from a varied menu; the quality being very high.

The local environmental health officer has assessed the kitchen area as satisfactory. The chosen meals are maintained at a suitable temperature within a heated trolley before being served to the students.

The lounge/dining rooms are well furnished in a domestic style. Space allows for the circulation of wheelchairs and individual trays are fitted to chairs for meal times in some cases.

The catering staff maintain copies of the master menus from which the young people choose their meals, the care staff record the food consumed by individual students during their stay in school.

**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

The students complete flexible boarding programmes, therefore sufficient personal clothing is provided from home for the boarding session. It was evident during the morning of the inspection that the care staff had supported individuals in dressing and provided personal care where needed. The staff group promote interaction with each student by gaining eye contact and positioning themselves at the students' height.

Staff members had attended to wheelchairs where needed to ensure suitability for use and electrical chairs were charged.

The families of the resident children provide supplies of continence products and personal toiletries. School does maintain some supplies of toiletries to supplement where required.

## 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
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The care team develop an individual educational care plan for each of the students within the residential programme. The plan includes three sections; targets, goals and essential management information. Individual targets are recorded within the residential area, there was evidence that these targets were reviewed and reset when reached. The students have chosen their own targets, which is good practice. Personal risk assessments are recorded within the residential area.

The head of care attends the annual statement review for full time resident students, to present the care staff's review report. The care staff team discuss management plans within their staff meetings to ensure consistency and safety for the student.

Due to the flexible boarding arrangements the school does not maintain a key worker system.

**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?**

2

The individual pupil records are securely stored within the school office. The files are well maintained and legibly presented. The pastoral records within school contain pertinent behaviour management information, which was not replicated within the main school or residential records [see recommended action 1].

A comprehensive level of information is maintained, to meet the standard the full contact details of the General Practitioner is required [see recommended action 2].

**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?**

3

The school maintains all of the records as listed within the standard.

A record of accidents is maintained. Internal records of serious accidents are also in evidence as required by the local authority.

The visitors record is complete and identification badges are provided.

The school maintain a helpful list of on-call staff members for night staff reference. The school maintain a record of care staff cover during sickness, this record indicated that a 'bank' staff member was utilised for a night shift. The administration office maintained records of the agency utilised for this cover.

**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 contact details of a young person who is looked after by corporate parenting arrangements, are clearly recorded and known to the care staff team.

The school provides a pay telephone, which was operational at the time of the inspection.

The six responding parents detailed that they are made to feel welcome in school and can meet their child and staff in private if required. The students advised the inspector that parents do telephone into the residential unit and can speak to individuals.

**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

At the time of the inspection there was one resident young person with a looked after status. As the end of their school career is not imminent, there is no evidence for this standard.

**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 maintains a balanced programme of individual progress and group participation for the students. The head of care and the staff team demonstrated a clear understanding of individual strengths and needs.

The students confirmed that they are able to approach any chosen member of staff for advice.

Trained professionals provided by the local primary healthcare trust manage the physiotherapy/hydrotherapy and speech and language programmes provided within school. The school Nursing team operate cohesively and are managed by the primary healthcare trust.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The school building is ground floor and suitably designed for use by wheelchair users. A wheelchair store is provided within school for chair repairs and spares.

The school site includes staff accommodation, which is used for senior staff completing sleep in duties. Other buildings on site have been redeveloped as a drama studio/conference centre and a semi-independent area. A neuro-muscular centre for young adults is provided on site.

The local fire safety and environmental health departments have inspected the premises and found them to be satisfactory.

The maintenance officer has responsibility for the over view of the swimming pool, staff have received training in the upkeep of the pool and access is only given when swimming sessions are booked.

The gate into the school grounds is secured during the evening and access is only given to staff with key fobs. The main entrance to school is fitted with a restricted access facility where visitors are given access by staff members.

A number of the bedroom areas are fitted with tracking facilities for moving and handling purposes, mobile hoists are also utilised. Adequate space is provided within bedrooms for transfer purposes. The bedrooms are equipped with specialist beds and personally assessed soft seating is provided within the lounge for individuals.

**Standard 24 (24.1 - 24.19)**

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

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

3

The recently redeveloped residential area is maintained at a very positive level and provides good quality, domestic style fixtures and fittings.

The area includes three lounge areas of different sizes, two of which are utilised as lounge/dining areas. A small kitchen area is provided within the largest lounge. The crockery and cutlery used at meal times is returned to the kitchen for washing.

A maximum of sixteen residential places are provided within five three bedded areas and one single room. Screening is utilised within the shared bedrooms for privacy whilst dressing.

The children are accommodated each night according to their age therefore they are sharing rooms with their peers. Separate provision is maintained for male and female students.

Personal storage space is provided within the bedrooms and secure storage for valuables is available within the care office if required. A degree of personalisation is in evidence, which reflects the flexible boarding programme completed by different students.

The school provides a laundry facility where linen is laundered. The bedding and soft furnishings in use during the inspection were clean and well maintained.

The lighting and heating are maintained at comfortable levels throughout the residential areas.

The mobile hoists utilised are serviced up to date and staff have received instruction in their use. The tracking systems are also serviced and two staff operate the system having received appropriate training.

**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?**

4

The rooms occupied during the inspection all have access to en-suite facilities; which exceeds the standard. The areas are fitted with over-rideable locking facilities which promotes the privacy afforded to students using the facilities. All of the inspected facilities were clean and suitable for use. A further single toilet facility is provided within the residential reception area for student use.

The sleep in staff have access to staff facilities within the duty houses and day staff use the toilets within the main school building.



**Standard 26 (26.1 - 26.10)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

The programme of safety checks on school gas and electrical installations and appliances are all up to date. The boiler has been serviced at the required level.

The radiators within the residential area are all protected to provide a safe surface temperature. The school has completed an over haul of the water storage facilities, which meant that the safety of stored water is confirmed in an engineers report. The temperature of the hot water supplied from outlets was maintained at a safe level for students use at the time of the inspection.

The school vehicles are well maintained and adequately insured. A high risk area within the premises such as the swimming pool is secured when not in use.

The school's fire log book is updated regularly with records of all the required checks.

## 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 school's personnel administrator instigates and records the required personnel checks. The personnel records that were inspected were well maintained and securely stored. The school is fully aware of the CRB requirements for newly appointed care staff and those resident adults not employed within school.

The personnel records contained evidence of the receipt of two verified references and a criminal background check.

**Total number of care staff:**

13

**Number of care staff who left in last 12 months:**

1

**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?**

3

The school has developed a staffing policy document. The care staff ratio is enhanced with the nursing staff on duty during the early evening and nocturnally. Night time care levels equate to two waking staff members and three school staff members on sleep in duties on site. As the bedrooms are situated along one corridor the young people can readily summon help throughout the night.

**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

Newly appointed care staff members receive an information booklet for their reference. A newly appointed staff member advised the inspector that the induction programme was very informative and senior staff always approachable. The staff member confirmed that they receive access to the school policy documents and have completed inset training sessions. A clear record of induction was included within the personnel record.

The school inset programme provides training for the whole staff group and care staff members value the input received to date and the opportunity to interact with the teaching staff team.

The assessment of individual training needs and the development of personal training plans for care staff members to meet their identified needs; is addressed with the support of the deputy head teacher and the head of Care. The two senior staff members meet with care staff members to formulate training and development plans which is positive practice. Appropriate training elements from appendix two of the standards would be included within individual programmes.

The weekly care staff meeting includes general training input alongside the business matters. The interviewed care staff value this input and receive relevant instruction and advice.

**Standard 30 (30.1 - 30.13)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

The school staff are very clear regarding accountability towards the senior management team. Staff members advised the inspection team that they feel well supported and can raise issues with senior staff. The interviewed members of care staff felt that the level of peer support is very positive. As personal care is always completed in twos the staff naturally interact with each other. The staff team operated positively as a team linking in well with the nursing team who were operational in school during the evening and morning of the inspection.

School policy provides annual appraisals for the care staff team, which link in with their personal training and development plans. The school does provide formal supervision sessions for care staff members, which would meet the standard. The issue of pro-rata sessions for part time staff was proposed by the leadership team, which was accepted by the inspector.

The policy document covers all of the recommended policies as listed within appendix three of the standards.

The current job description for care associates was introduced in 1993; a person specification for the role has been developed.

## 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 school's child care supervisor has a wealth of experience within the field of residential child-care. The present post holder holds a qualification, which equates to NVQ level four. The senior child-care associate is qualified to NVQ level three.

A member of the care staff team holds a NVQ level three qualification, care should be taken that the NVQ programmes include adolescent children rather than under eights [see advisory recommendation 3].

The care associate team operate within a split shift system where they are working a short morning shift and then return to work the late afternoon and evening.

One of the responding parents advised the inspection team that they are unaware of the NCSC contact details for complaints or comments regarding care practice.

The school must ensure that any new care staff are qualified to NVQ level 3 in the Care of Children & Young People or commit to training within three months of appointment [see recommended action 4].

The school should ensure that 80% of the care staff team are qualified to NVQ level three in the Care of children and young people by 2005 [see advisory recommendation 4].

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

39 %

**Standard 32 (32.1 - 32.5)**

The National Care Standards Commission 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 deputy head teacher completes the monitoring of school records and evidence is available of the record checks, which meets the standard.

An annual review of school progress towards the standards is included within the annual report to governors.

There was evidence through discussion with the leadership team that all current issues in school are shared throughout the team and consistent action applied.

**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

A representative of the governing body has completed half termly monitoring visits, which are recorded in school. The report format is helpful and informative.

The designated person from the governing body needs to complete a Criminal Record Bureau check at an enhanced level due to the unsupervised contact with students [see advisory recommendation 5].

The chair of governors at Hebden Green maintains close contact with the school and the resident students and staff group were observed to be comfortable with the governing body representatives.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**A lay assessor was not involved in 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 March 16<sup>th</sup> and 17<sup>th</sup> 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Please refer to our notes shared with the inspector on 23.04.04.

In particular: where improvements have been made since last inspection on standards which had already achieved level 3, why do a number of these standards not move to level 4?

It seems that logical progression is being ignored- what does it take to succeed? At times the judgements seem subjective in this sense.

The template of inspection does not sit entirely neatly on the school's contract and particularly so in relation to our particular model of residential provision, which is mainly one night per week. I question whether 100% fulfilment of criteria/ standards is ever possible because of this and it raises issues about the appropriateness of the inspection model.

I welcome [as does the team], the process as a strengthening of child safeguarding and opportunity to review practice: I would prefer the inspection format to be improved to enhance its value. I do not think it is as well constructed as Ofsted model.

Andrew Farren  
Head Teacher  
Hebden Green School.



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

Amendments to the report were necessary	<input type="checkbox"/> YES
Comments were received from the provider	<input type="checkbox"/> YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/> YES
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/> NO

**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 26 April 2004, 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	<input type="checkbox"/> YES
Action plan was received at the point of publication	<input type="checkbox"/> YES
Action plan covers all the statutory requirements in a timely fashion	<input type="checkbox"/> YES
Action plan did not cover all the statutory requirements and required further discussion	<input type="checkbox"/> NO
Provider has declined to provide an action plan	<input type="checkbox"/> NO
Other:	<input type="checkbox"/> NO

### D.3 HEAD'S AGREEMENT

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

D.3.1 I, Andrew Farren of Hebden Green School, confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 16 and 17 March 2004 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, Andrew Farren of Hebden Green School, am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on 16 and 17 March 2004 for the following reasons:

Mostly fair and accurate but please refer to notes shared with inspector on 23.4.04. In particular: please note that the incident of pupil leaving school without permission was handled entirely in line with principles/procedures agreed with pupil/parents/staff and in no way represented inappropriate restraint.

Print Name Andrew Farren  
Signature \_\_\_\_\_  
Designation Head Teacher  
Date 05.05.04

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.