



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Treloar School**

**Froyle  
Alton  
Hampshire  
GU34 4LA**

*Lead Inspector*  
**Brian McQuoid**

*Unannounced Inspection*  
**18th October 2006      10:00**

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](http://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](http://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** Treloar School

**Address** Froyle  
Alton  
Hampshire  
GU34 4LA

**Telephone number** 01420 526400

**Fax number**

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Treloar Trust.

**Name of Head** Heather Boardman

**Name of Head of Care** Jane Headford

**Age range of residential  
pupils** 7 to 16 years.

**Date of last welfare  
inspection** 23/01/06

**Brief Description of the School:**

Treloar School is a non-maintained special school, approved by the Department of Education and Skills for the care and education of young people aged 5-16 with physical disabilities. Students attend the school from all over Britain and sometimes abroad. The students are accommodated in five separate boarding houses or attend on a daily basis. The school site is extensive, and there is a wide range of facilities which all students are able to access. The school has a medical centre staffed 24 hours a day and medical professionals also visit the school. The school has a team of therapists providing services for students that include physiotherapy, occupational therapy and speech and language. There are also rehabilitation engineers, caterers and a transport department on site.

The school prides itself on enabling students to achieve the highest levels of academic success, independence and self-advocacy.

# **SUMMARY**

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

The inspection of the school was carried out at short notice and involved two inspectors spending a total of 24 hours at the school over a period of two days. The school was inspected against the key national minimum standards for residential special schools. The inspectors met with the school's head and assistant head (pastoral) as well as some staff in key positions, and a number of care staff on duty at the time. The inspectors took meals with students and staff and also met with two separate groups of students. In addition, students and staff were observed in a variety of situations, and relevant documents and records were examined. The parents of six students, selected at random, were also contacted during the course of the inspection.

## **What the school does well:**

The school provides an environment for students within which they feel safe, where they are happy to be living, where they have excellent relationships with one another and with staff, and where they have a voice in matters affecting them. There is excellent communication and collaboration between all departments in the school, and provision that allows the needs of students to be addressed in an individualised manner. Students are encouraged and enabled to maximise their independence and there is excellent health care provision. There is extremely good access to facilities across the site for students and the purpose built boarding houses provide excellent accommodation. Staff at the school are very well supported and provided with training that enables them to meet the needs of individual students extremely well.

## **What has improved since the last inspection?**

The school's recruitment procedures now fully comply with the standards.

There has been a major improvement to the showering facilities for students in Burnham boarding house.

The school continue to improve the number of staff achieving their NVQ awards.

The school is in its Centenary Year and an appeal has been launched to raise money for identified projects. The Lord Mayor has adopted Treloar Trust as his charity for the year.

The school continues to receive national recognition for sporting achievements through individual and team performances. One student has now become a world record holder.

### **What they could do better:**

There were no recommendations arising from this inspection.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

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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.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

There is excellent provision at the school for identifying, monitoring and addressing the health needs of individual students. Students are suitably encouraged to adopt a healthy lifestyle and a healthy diet and opportunities for exercise are routinely provided for students.

## EVIDENCE:

The school has a medical centre with eight beds that is staffed 24 hours a day by qualified nurses. The health care needs of students were seen to be identified and recorded, with plans in place for individual students detailing how their needs were to be addressed. Students with more acute needs have individual nursing plans drawn up when necessary and the centre is able to provide postoperative care for students. There are policies in place for the administration of medication and the senior nurse confirmed that care staff receive relevant training, and are assessed as competent before being able to carry out invasive care procedures. Care staff also receive first-aid training and how to deal with medical emergencies. All students are registered with the school's medical officer who visits twice a week and an optician and dental hygienist visit the school regularly.

Within the school there are a range of disciplines working together to address the health needs of students. These include nurses, physiotherapists, occupational therapists, speech and language therapists, counsellors, a dietician and a psychotherapist. In addition the school have access to Specialist Educational Psychologist and there is a rehabilitation department on site who address the mobility and communication needs of students. There are termly multi-disciplinary meetings and systems in place that facilitate communication between different departments. Care staff described having good communication with other departments within the school and reported that staff from these regularly attend weekly care staff meetings, this includes

identified nurses who are linked to individual boarding houses. The school's nurses also link closely with the PSHCE teacher to address areas such as healthy eating, sexual health awareness and other health related topics. The school have achieved the national 'Healthy School's Award' and encourage students to take regular exercise and participate in sporting activities as much as possible. A number of students have achieved national and international recognition for their sporting achievements.

# 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):

### **3, 4, 5, 6, 8, 10, 26 and 27.**

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

The school provides an environment for students within which there is excellent provision for protecting and promoting their welfare. Students feel safe at the school, their privacy and dignity are well respected and they are extremely happy to be there. There is a culture of openness at the school, students get on extremely well with staff and with each other and feel free to express their views and opinions. Staff recruited to the school are appropriately vetted and are well trained in relation to child protection.

## EVIDENCE:

Privacy and confidentiality are topics covered during the induction programme for new staff to the school. Students reported staff to be duly respectful of their privacy and to be sensitive to issues relating to gender. Students also confirmed being able to make and receive telephone calls in private and have access to e-mail facility. There are clear guidelines in place for the provision of personal care and staff receive training in this area. Confidential information was seen to be stored securely.

All those students spoken with confirmed being aware of how to make a complaint should the need arise and feeling able to approach staff in order to do so. Details of the school's complaints procedures are provided for students and their parents, and those parents contacted confirmed having received such information. The school maintains a record of complaints received that is monitored by the school's head. The record showed one complaint having been received since the previous inspection and this was seen to have been addressed appropriately. Contact details for independent helplines, such as childline, and for the school's independent persons are displayed adjacent to students telephones in each boarding house.

The school's assistant head (pastoral) is the nominated child protection liaison officer for the school and has undertaken training specific to the role as well as attending further additional training on child protection recently. Staff receive child protection training as part of their initial induction and also during their first year at the school. Further ongoing refresher training is also provided. The school maintain clear records in relation to child protection concerns and detailed outcomes of any incidents referred to Children's Services. Those records viewed showed the school's procedures to have been followed. Students overwhelmingly reported feeling safe at the school, saying that it was a good place to live. They also confirmed receiving information and guidance from staff on how to keep themselves safe.

The school has an anti-bullying policy in place with clear procedures for dealing with any incidents of bullying that occur. Students spoken with reported that bullying was not a problem within the school and that students got on extremely well with each other. Observations during the inspection saw no evidence of any bullying behaviour, there were however lots of examples of students interacting that supported the view of students getting on extremely well and being very supportive of one another.

Observations during the inspection saw students behaving in an exemplary fashion. There are rules in place within the school which students are made aware of and staff were described as treating students fairly with sanctions very rarely having to be used. Students are made aware of their rights and their responsibilities. Supporting policies and procedures are in place for the management of behaviour, there is a system for recording serious incidents and for implementing individual behaviour management plans when necessary.

The school has a Health and Safety Committee that meets on a termly basis and there are supporting policies and procedures in relation to health and safety. In addition the school is subject to an annual health and safety audit by a specialist consultancy. The minutes of the most recent health and safety committee meeting were viewed and showed representatives from across the school attending, and evidence of the school acting on issues of safety. The school's boilers, electrical and fire safety equipment are tested regularly, and there is a process in place for carrying out and reviewing risk assessments of the school's premises and individual students and their activities, both on and off site. The school evaluates termly accident statistics and identifies any action necessary. Special equipment within the school is serviced regularly and warning notices from the Medical Devices Agency are circulated to the relevant departments. The school's fire safety provision has been inspected and deemed satisfactory by the local Fire Authority and practice fire evacuations were seen to have been carried out on at least a termly basis. The school has a Critical Incident Plan in place that has been tested and revised accordingly.

Recruitment records for four recently recruited staff across the school were sampled. The records showed the school's recruitment procedures in operation to fully accord with the National Minimum Standards.

# 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 and 22.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

There is excellent communication and collaboration between departments within the school and care staff contribute effectively to students education. Levels of individual support for students are excellent and provided according to need, with the school maximising students opportunities for independence.

## EVIDENCE:

Care staff spoken with reported working closely with other departments within the school and described having excellent means of communication enabling them to do so. Representatives from other departments attend weekly care staff meetings and there are termly multi disciplinary meetings where representatives from all departments attend. Details of individual students targets, some of which may be educational, are made available to staff in boarding houses as part of the care planning process and staff provide support in relation to these. One case file sampled showed recorded evidence of the residential input towards objectives as detailed in a students statement of special educational need. This included details of care staff encouraging the student to be more verbal and promoting their independence as much as possible. Some students spoken with were in their last year at the school and were preparing for exams. They described being able to study in their boarding house and receiving support from care staff on occasions. There is access to a computer for students in all boarding houses. Care staff are also able to provide support for individual students in the classroom should it be necessary and annual reviews were seen to include input from care staff via reports produced by care-coordinators.

Different disciplines and departments operating within the school provide individualised support for students and plans were seen to be in place as evidence of this. The school has a therapy team consisting of speech and language, occupational and physiotherapists, as well as a FLAME (Function, Language and Movement Education) team. All of these work collaboratively and where necessary with the school's team of rehabilitation engineers to enable students to maximise their independence and better manage their physical needs. All students have a named occupational therapist who works across the school and liaises with all those involved with an individual student in order that they reach their potential for independence in all areas of their lives. Wheelchairs and communication equipment are individually tailored to meet the needs of the students and a 24-hour service operates to deal with any emergencies. Individual care plans for students are supported by the care staff in the boarding houses and were seen to include individual handling profiles, guidelines for providing personal care, feeding guidelines, tube feeding regimes and skin care guidelines. Students spoken with described getting on very well with staff at the school and all reported having someone they could talk to. They also confirmed that they are encouraged to be as independent as possible and receive very good levels of individual support.

# 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, 17 and 20.

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

There is excellent provision at the school for allowing and enabling students to have a voice in matters affecting them. Established systems are in place that provide for the assessment of students needs and for the formulation of plans to address them. Facilities for students to maintain contact with their families are extremely good and there is excellent communication with parents.

## EVIDENCE:

Students spoken with during the inspection were overwhelmingly positive about the consultation processes in place that allow them to express their views and opinions on matters affecting them. There are regular house assemblies, form tutor periods, a food forum operates, and students can make representations to the school council which meets every term. In addition students confirmed being able to attend their reviews and contribute to the process. Students are routinely consulted about their individual care plans and described being able to talk to staff and be 'listened to' if they were concerned about any aspect of the care being provided for them. Observations during the inspection showed staff to be aware of individual students preferred methods of communication and to be able to communicate with them effectively.



All students at the school have statements of special educational need and are subject to multi-disciplinary assessments with written plans drawn up identifying how their needs are to be addressed. Individual case files sampled showed plans to be in place that were detailed in nature, were seen to cover all aspects of identified need and to involve the relevant disciplines operating within the school. Individual students are discussed on a weekly basis at staff meetings held in each boarding house. These meetings are attended by representatives from different departments in the school and provide the facility for plans to be reviewed and revised if necessary. Annual reviews of special educational need and 'looked after children' reviews were seen to be held as required and students and parents confirmed contributing to the process.

Students confirmed being able to maintain contact with their parents and families while at the school. The schools residential provision operates on a termly basis and a number of students also go home regularly at week ends. All students are provided with the facility to e-mail and each boarding house has a telephone available to students, some of which were seen being used by students during the course of the inspection. All parents contacted described having good communication with the school, of being kept informed of matters concerning their child, and being made to feel welcome when visiting the school.

# **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):**

**There are no key standards under this heading.**

**EVIDENCE:**

# 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, 28, 31 and 32.**

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

The school provides good written information for pupils and parents. There are good arrangements to ensure staff are appropriately trained, and staffing levels are adequate to meet the needs of students. Suitable provision is in place for the purpose of monitoring student's welfare and the school's overall operation.

## **EVIDENCE:**

The school has a wide range of information that is provided for students, their parents and placing authorities. This includes the school's prospectus which contains information in relation to all of the different departments within the school, and numerous colour photographs of staff and students in a variety of situations, including in the classroom, in the boarding houses, during leisure

activities and while undergoing therapy. Parents confirmed receiving an information pack from the school that included the prospectus and a number of separate pamphlets that provided details of the different departments within the school, and some which related to policies in operation. As well as having sight of the prospectus, which is designed to give students an overall impression of the school, there is a process of gradual introduction to the school with staff spending time with individual students upon their arrival helping them to get to know their way around and how the school operates. This process was confirmed by students.

Staff spoken with during the inspection reported that there had recently been concern over levels of staffing within the boarding provision, particularly in one boarding house. The concerns were described as relating to the high level of care needs of some students and the loss of two members of staff. The problem had also been compounded by recent high levels of staff sickness. Representations had been made to the school's governors who had agreed to an immediate increase in hours available with the situation to be reviewed prior to the end of the autumn term. The staff shortages were described as not having placed students or staff in vulnerable situations, but that students had been having to wait longer than usual for staff to assist them with their personal care needs. Students spoken with confirmed the above but reported that it had not been a significant problem for them.

The school have a recently revised system in place for assessing the staffing needs of individual students. Staff sickness and absences are covered by the use of overtime, bank staff and agency workers. At the time of the inspection staff reported feeling that the recent concerns over staffing levels had been addressed.

All care staff at the school undertake an induction programme and are subject to a probationary period. There is then an expectation that staff complete a specific training programme during their first year. The training for staff covers topics such as child protection, confidentiality and health and safety, as well as numerous areas specific to the needs of students such as cerebral palsy, epilepsy, infection control, sore prevention and dietary needs. The school have an NVQ co-ordinator in post and all training is linked to the NVQ awards. There are internal assessors and verifiers on the staff group and staff can now complete the NVQ Level 2 and 3 in-house. The inspector was informed that two staff are to commence the NVQ Level 4 within the current school year. It is an expectation that all new staff to the school work towards the NVQ Level 2 in Care and there is the facility to progress to Level 3.

The school's assistant head (pastoral), equivalent to head of care, has the Certificate in Education, has more than 25 years experience of working with children and young people, and has been in post at the school for 12 years.

All of the matters detailed under standard 32.2 were discussed with the school's assistant head (pastoral) and the systems in place for monitoring were confirmed. Further evidence was gained during the inspection of monitoring

taking place. Recruitment records were seen to be monitored by the HR department, the overall monitoring of accidents and risk assessments was seen to be carried out by the health and safety department, and the medical centre was seen to provide for monitoring of medication and the treatment of students. The school's head reports to the school's governing body on a termly basis.

# 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>
<b>14</b>	4
<b>15</b>	X

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	X
<b>24</b>	X
<b>25</b>	X

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

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)

## **Commission for Social Care Inspection**

Hampshire Office

4th Floor Overline House

Blechynden Terrace

Southampton

SO15 1GW

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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