



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Valence School**

**Westerham Road  
Westerham  
Kent  
TN16 1QN**

*Lead Inspector*  
Sophie Wood

*Unannounced Inspection*  
19th June 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

| Reader Information  |   |
|---------------------|---|
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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

|   |   |
|---|---|
| <b>Name of school</b>   | Valence School                                  |
| <b>Address</b>  | Westerham Road<br>Westerham<br>Kent<br>TN16 1QN |
| <b>Telephone number</b>   | 01959 562156                                    |
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| <b>Provider Web address</b>   |   |
| <b>Name of Governing body,<br/>Person or Authority<br/>responsible for the<br/>school</b> | Mr Roland Gooding                               |
| <b>Name of Head</b>   | Mr Roland Gooding                               |
| <b>Name of Head of Care</b>   | Ms Sue Wilkins                                  |
| <b>Age range of residential<br/>pupils</b>  | 8 - 19  |
| <b>Date of last welfare<br/>inspection</b>  | 21 <sup>st</sup> March 2006                     |

## **Brief Description of the School:**

Valence school is situated off the A25 Westerham Road and is set within 40 acres of park and woodland in the Darenth Valley.

The school caters for children aged between 5 and 19 years as day and boarding pupils, (boarding can commence at the age of 8), who have physical disabilities and/or complex medical needs. Many of the pupils have additional special needs in relation to learning, communication and social and emotional development.

Boarding accommodation comprises of four separate areas, Turrets and Chevening are situated on the first floor of the main building and accommodate younger boarders. Jubilee, which is on the second floor, offers accommodation and support to those who are working specifically to increase their independence skills, which may also include attending external educational and work placements. Lawn House, a single storey unit, is set to the side of the main school building, accommodating boarders aged 16 and over. Access to the three boarding areas within the main building is gained by the majority of boarders through using two lifts.

Over the course of the last three annual inspections ongoing refurbishment and maintenance works have continued; however, the physical environment for boarders remains inadequate, with Lawn House, the 16+ unit, being totally inappropriate and unable to meet even the basic care needs of boarders. Inadequate staffing levels further exacerbate these problems. Pupils with greater and additional care needs are joining the school but staffing levels have not been increased accordingly.

Despite all of the above, a committed staff team continues to strive to do their very best within the restrictions of an inadequate environment and an insufficient number of care staff. Led by a Headmaster and Head of Care, who provide clear leadership and commitment, the school offers support to pupils through teachers, education support staff, carers, nurses and therapists.

# SUMMARY

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

This key inspection followed the earlier visit of 23<sup>rd</sup> March 2006 within a short space of time in recognition of the serious levels of concern that had been previously identified.

The purpose was to find evidence that the major shortfalls in terms of staffing levels and the physical environment were being addressed appropriately, as well as seeking to cover the 'key standards' for Residential Special Schools. The visit commenced on 19<sup>th</sup> June 2006 and key personnel from Kent County Council were asked to attend, given the serious nature of the concerns and the need for a commitment to be given to implement positive changes by those with the autonomy to do so.

It was unfortunate that such personnel were unavailable; however, this aspect was rescheduled for 29<sup>th</sup> June, resulting in a full tour of the premises being conducted by those present.

Some progress had been made with regards staff recruitment and the inspector was given the initial details of the Council's strategic plan to improve upon the physical environment; this plan, along with clear timescales has been formally requested from the Director of Children's Services of Kent County Council as a result of this particular visit.

## What the school does well:

The school continues to engage in much commendable practice, which focuses upon treating pupils with dignity and respect.

It is within the very ethos of the school that all pupils are to be afforded the same rights and respect as any other young person; their disabilities are recognised but not predominant.

The school is led by a motivated senior management team, which in turn, is supported by an active Board of Governors.

The care team remain committed to providing the best possible service, despite the unacceptable conditions they are working in and the nursing manager strives to work collaboratively with a variety of colleagues, in an attempt to provide the best possible packages of care.

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

The staff recruitment campaign is now underway, with a number of appointments made for next term.

Contingency plans, based on sound risk assessment processes have been put into place to address the current inadequate staffing levels. This has meant the school delaying a residential admission and closing for some extra weekends. Whilst this is not of benefit to those pupils waiting to join the boarding element and those who benefit from staying at weekends, it is a necessary course of action to ensure safer staffing levels when the boarders are at school.

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

The physical environment remains wholly inadequate and must be rectified, in terms of the health & safety of boarders and staff, and further, to ensure the buildings and resources meet the needs of the boarders.

Staffing levels need to continue to improve, in order to meet basic care needs and beyond this, to ensure boarders have satisfactory opportunities to undertake meaningful and appropriate leisure activities.

The nursing provision for pupils must be addressed as a priority because the health / medical needs of pupils are not being met.

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**

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

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# Being Healthy

## **The intended outcomes for these standards are:**

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

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

14, 15

**The overall area in this outcome group is poor. This judgement has been made from evidence gathered during the inspection, which included a site visit.**

Boarders' specific health needs are not always being met and there remain insufficient resources in terms of dietary expertise and food provisions.

## **EVIDENCE:**

The senior nurse was again interviewed and pertinent records held by her department were inspected. It was of utmost concern to find that the nursing input for the school, provided by the local Primary Care Trust, has fallen to even lower levels than was found at the previous inspection visit.

In reality, this means that pupils, both day and boarding, are receiving only the very minimal nursing services their needs dictate.

Whilst evidence was seen to demonstrate that the local PCT is needing to make necessary savings, this is having a negative effect upon the school, and is unacceptable for the students.

As was found from the previous visit, a female doctor visits the school once a week and more frequently if required. Boarders may choose to see a male doctor from the local practice and to see a doctor on their own. The school dentist spends a whole day at the school every two weeks and the optician visits the school fortnightly. In addition, there are visits from a chiropodist, and the community paediatrician from the PCT sees all school pupils. An Orthopaedic Surgeon and a Paediatric Neurologist from Guys Hospital also visits the School. Care staff consider that they are fortunate to have in house visits which causes less disruption for the young people and their carers and unhesitatingly praised this system.

As was found from the previous visit, there continues to be reliance upon the provision of processed foods, particularly in respect of evening meals, including hamburgers, pizzas and pasta dishes. It was also noted that for boarders requiring additional nourishment due to their specific medical needs, there is reliance upon the use of high calorie snacks such as creamy yogurts. In reading care files, in many cases there was no clear reference to the specific dietary requirements of individuals and how these would be met. An increase in the dietician's contracted hours or the acquisition of a dietetic assistant was recommended last time and is again strongly recommended in the best interests of boarders' health needs.

# 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, 27.

**The overall area in this outcome group is poor. This judgement has been made from evidence gathered during the inspection, which included a site visit.**

Whilst some excellent sources of evidence demonstrated safe working practices being implemented by the school staff team, the physical safety of the premises poses unacceptable risks for boarders and their care - givers.

## **EVIDENCE:**

As was found from the previous inspection visit, the actual practice of care staff clearly respects and protects confidential information about individual pupils. Staff are explicitly clear about protocols regarding information sharing and do this only on a 'need to know' basis. Pupils verbally confirmed this practice, stating, "You can trust the staff and they tell you if they need to tell someone else about what you've said".

Other, more 'practical' aspects regarding privacy remain sadly inadequate, for example, physical environmental factors, such as boarders having their privacy and dignity compromised when receiving personal care, which necessitates being manoeuvred across a communal hallway in a state of semi – undress to access a bathroom. Staff are commended for their efforts in using screens, etc; however, this is time consuming, cumbersome and would be avoided if the physical environment were 'fit for purpose'.

Formal complaints from boarders are actively encouraged and the written documentation seen supported the ethos of an environment that encourages and empowers young people to make representations and they rightfully expect to be listened and responded to. Complaints made by boarders were recorded in writing and appropriately responded to and acted upon, in accordance with the school's own policies and procedures.

Sound policy and procedural guidance remains in place with regards protecting young people from all forms of abuse, including bullying. School personnel work openly and transparently with external organisations, including placing authorities and the Commission, making prompt notifications as to significant events, in accordance with regulations and good practice guidance. Child protection concerns and allegations continue to be shared appropriately with those agencies that need to be informed.

Although there is clear procedural guidance with regards unauthorised absences and missing pupils, this again has not needed to be implemented, as there have been no such incidents. Pupils, both day and boarding, continue to have an excellent attendance record.

The school continues to follow clear and explicit procedural guidance in terms of applying appropriate sanctions in response to inappropriate behaviours. Such incidents are clearly recorded in writing and monitored by senior personnel to ensure appropriateness and consistency. More positively, the school places greater emphasis upon rewarding positive behaviours and pupils were observed to enjoy meaningful and respectful relationships with staff.

Whilst the school has good security mechanisms in place, which ensure safety from potential intruders, the potential risks to safety, caused by an inappropriate physical environment, remain and must be addressed. There are some physical aspects of the environment that present significant health and safety concerns for both staff and boarders; these include:

1. Lawn House has inadequate access in terms of toilets, bathrooms and the student kitchen.
2. Jubilee Unit has a totally inadequate 'split floor', which necessitates the use of a ramp and lift. At best, this compromises the independence of boarders coming and going freely and at worst, it presents a hazard in terms of potential falls and accidents, one of which has happened in the past.
3. Whilst refurbishment works remain ongoing throughout the entire boarding provision, a number of toilets and bathrooms, in constant use, are not equipped with the room and equipment to enable staff to move and execute the manoeuvres they need to make; this compromises their and the boarders' safety.

The school continues to implement sound and robust staff recruitment procedures. Individuals cannot take up their posts until all required checks have been satisfactorily completed and clear records of interviews support that the senior management team offers positions only to those demonstrating the skills and experience commensurate with the role they have applied for.

# Enjoying and Achieving

## **The intended outcomes for these standards are:**

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

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

12, 13, 22.

**The overall area in this outcome group is poor. This judgement has been made from evidence gathered during the inspection, which included a site visit.**

Inadequate care staff levels unfairly restrict boarders in receiving the support they need.

## **EVIDENCE:**

Duty rosters and care records show that boarders frequently do not receive the assistance they need for the completion of homework, as their carers are busy trying to meet the most basic needs of individuals, such as personal care. Such personnel are also required to provide assistance at lunchtime, by assisting those requiring support to eat their meals and also with after school clubs and activities.

It was observed that when such staffing levels are low – as they often are, this has an additional negative impact upon teaching staff, as break times do not always allow sufficient time for personal care needs to be met, resulting in classes being late.

An example was observed at morning break, whereby care staff assisted students with accessing the school toilets. A number of these are inadequate, with wheelchair – users unable to gain access. In reality, this means long queues for those that can be used, and care staff working extremely hard to enable everyone to use the toilet before returning to classes.

From this observation, staff are commended for their efforts in remaining positive and cheery towards the students, whilst in reality, they were working physically very hard, trying to ensure everyone was finished before lessons were due to resume. This places unfair pressure on care staff and does not lend itself to positive relationships between 'care' and 'teaching' departments.

It was totally unacceptable to observe a student spending his entire break time queuing to use a toilet, and as soon as having done so, it was time to go back to class.

All school personnel work extremely hard to provide extra curricular activities, including computer, sports and arts clubs, use of the indoor swimming pool and accessing the wider local community. Once again, such events are dependant upon safe staffing levels and the lack of such is frequently the cause of such events being restricted or cancelled altogether. In addition, inadequate staffing levels at weekends and the lack of staff members who are able to drive the schools' own transport further restricts the opportunity to engage in meaningful leisure pursuits.

Care files contain clear and explicit records describing the individual and specific support needs of boarders, and the care team members are acutely aware of these. Once again, inadequate staffing levels and for some, inadequate facilities, means that such support is not always being received. An additional area of concern was found during a review of the nursing input provided by the local Primary Care Trust, with evidence found to demonstrate a total vacancy factor of 110.5 hours. This means that students are currently receiving only very basic nursing care. Qualitative input such as management of nutrition, continence, sex education, weights and heights of students and cover for off – site trips cannot currently be covered by the nursing team. It was even more concerning to find that there are plans to reduce nursing input further still, yet it is evident that, over the past few years, the actual nursing needs of students at the school have steadily increased. Such major shortfalls pose significant and unacceptable risks for students and must be addressed as a matter of utmost priority.

# Making a Positive Contribution

## The intended outcomes for these standards are:

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

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

2, 9, 11, 17, 20.

**The overall area in this outcome group is excellent. This judgement has been made from evidence gathered during the inspection, which included a site visit.**

Boarders enjoy positive, respectful relationships with their care - givers and are encouraged to be as independent and autonomous as their disabilities allow.

## EVIDENCE:

As has been found from previous visits, relationships between staff and boarders were again observed to be positive and respectful. Forums such as student council continue to provide avenues for all pupils to share their views and opinions with the school and the independent visitor continues to be available.

Written records support a full and thorough assessment process being conducted, which includes consultation with the prospective pupil, parents and other associated professionals. As was highlighted from the previous visit, there have been instances whereby ongoing assessments, such as eating plans



eating plans, had been conducted without any form of consultation with the care staff or parents, resulting in a written programme being devised for staff to follow, which they may not fully understand. Such practice erodes positive working partnerships and has the potential to make care staff and parents feel uninvolved. The nursing manager continues to work very hard to facilitate the therapy and care services, however; with staffing shortages at all levels, such difficulties are further exacerbated.

A high proportion of students possess communication difficulties and this factor is extensively explored through induction and ongoing training for the staff team. Observations of practice again saw staff providing the time and patience needed for individuals to communicate their needs, by adjusting pacing of speech or using electronic equipment. No individual was rushed or hurried and no member of staff attempted to finish a child's sentence for them.

Contact with parents and relatives continues to be effectively supported through a number of means. Telephones are readily available and calls can be made in private. With greater computer access for boarders, email use will undoubtedly increase. Staff use a home/school communication book which goes between home and school with the student. In the main, parents reported good communication systems and said they are always made to feel welcome when visiting the school. Once again, there were a small number of negative comments about late or non-communication and this was frequently attributed to 'the staff are so busy, they don't always have the time'.

# 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):

23, 24, 25.

**The overall area in this outcome group is poor. This judgement has been made from evidence gathered during the inspection, which included a site visit.**

The physical environment does not meet boarders' needs in terms of safety and independent access and further, it compromises their privacy and dignity.

## EVIDENCE:

The inspector, members of the school senior management team and two KCC representatives conducted a tour of the premises.

As was found from the previous visit, examples of inadequate provision included:

- Lawn House – a number of toilets are completely inaccessible for the boarders. Individuals cannot exercise choice in terms of bedrooms, because a number can only be accessed by ambulant students. Although the sitting rooms have been decorated and furnished with televisions, play stations, etc, the remainder of the building has no homely feel with

a kitchen which is too small to accommodate the number of boarders wishing to use it. Much equipment is being stored in a shed outside. The main communal area, where meals are taken, is likened to a functional, institutional dining hall that may be found within a conventional school or college. This is meant to be a homely environment and the absence of good décor and quality furnishings makes it an unappealing place to be.

- Main Building – Jubilee and Chevening are situated on long corridors, with bedrooms on one side and bathrooms/toilets opposite. In order for boarders to access bathing/toilet facilities, care staff have to manoeuvre the young person across the corridor, often in a state of partial undress. As the Chevening corridor is regularly used as a through route to the sports hall and swimming pool, this has potential to compromise dignity and privacy. Staff are commended for their efforts, in that they use screens across corridors and boarders confirmed they always do this. However, staff are placing themselves at risk by continually moving and handling equipment, access through corridors at the time is restricted to everyone else and the bathrooms are not all big enough to accommodate hoists and other required equipment, which would protect staff and boarders. The whole manoeuvre does nothing to promote independence or the dignity of boarders.
- All boarding areas have limited storage space for the copious amounts of equipment needed by the students. Again, the school does what it can with the resources in place, but this often results in equipment being stored inappropriately and a long way from where it is actually needed.
- Access to Jubilee unit, where some of the older boarders live, requires access down a short flight of steps or use of a platform lift. A recent accident involving the platform lift now means that all wheelchair users have to be accompanied by a staff member when using it, once again restricting their ability to exercise independence.

# 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, 32, 33.

**The overall area in this outcome group is adequate. This judgement has been made from evidence gathered during the inspection, which included a site visit.**

Although the school provides clear written guidance describing its services, it is not currently able to meet all of the needs of those it looks after. This includes boarders and staff.

## **EVIDENCE:**

Conversations with care staff confirmed the inadequate findings from the previous visit remain.

'You don't get the chance to do anything beyond immediate direct care'.

'The kids want to spend proper time talking and doing the things they enjoy – we feel like we're letting them down'.

Whilst INSET training days continue to be provided, a number of staff are finding it difficult to attend and keep up with other sources of training, such as NVQ. Those working additional shifts commented that it is really difficult to find the time and motivation to complete course work after a long, physically tiring day.

They also reported difficulties in keeping up to date with written records, such as reviews and care plans, and in addition to this, at a time when it is most needed, supervision meetings cannot always be facilitated in the present circumstances.

Those staff who are in place, demonstrated a sound understanding as to the needs of those in their care and the training and experience they have gained over time, enables them to effectively communicate with pupils and meet their needs. It is the inadequate physical environment and unacceptable staffing levels, which present the barriers to standards being met.

The senior management team and Board of Governors provide the most positive input and support that they are able, however; the remedies and solutions to these problems are beyond their control.

Whilst the Local Authority ensures regular monitoring visits are conducted by their Standard 33 Visitor and copies of such visit records are forwarded to the Commission, it would be of greater benefit to the school, and ultimately the pupils, if these were to become more focused and detailed to explore the findings contained within this report.

# 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>          | 1            |
| <b>15</b>          | 2            |

| STAYING SAFE       |              |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| <b>3</b>           | 1            |
| <b>4</b>           | 4            |
| <b>5</b>           | 4            |
| <b>6</b>           | 4            |
| <b>7</b>           | X            |
| <b>8</b>           | 3            |
| <b>10</b>          | 4            |
| <b>26</b>          | 1            |
| <b>27</b>          | 3            |

| ENJOYING AND ACHIEVING |              |
|------------------------|--------------|
| <i>Standard No</i>     | <i>Score</i> |
| <b>12</b>              | 2            |
| <b>13</b>              | 1            |
| <b>22</b>              | 1            |

| MAKING A POSITIVE CONTRIBUTION |              |
|--------------------------------|--------------|
| <i>Standard No</i>             | <i>Score</i> |
| <b>2</b>                       | 4            |
| <b>9</b>                       | 4            |
| <b>11</b>                      | 3            |
| <b>17</b>                      | 2            |
| <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>                    | 1            |
| <b>24</b>                    | 1            |
| <b>25</b>                    | 1            |

| MANAGEMENT         |              |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| <b>1</b>           | 3            |
| <b>18</b>          | X            |
| <b>19</b>          | X            |
| <b>28</b>          | 1            |
| <b>29</b>          | X            |
| <b>30</b>          | X            |
| <b>31</b>          | 2            |
| <b>32</b>          | 3            |
| <b>33</b>          | 2            |

YES

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

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

| No. | Standard | Recommendation  | Timescale for action (Serious welfare concerns only) |
|-----|----------|---|--|
| 1.  | RS3      | It is recommended that appropriate measures be implemented to further protect the privacy of boarders in meeting their personal care needs.   | 26/08/06   |
| 2.  | RS12     | It is recommended that care plan formats be reviewed to incorporate both educational and social targets and that personnel from both teams be given greater opportunities for direct consultation and liaison.  | 26/08/06   |
| 3.  | RS13     | It is strongly recommended that the inadequate staffing levels be addressed as a matter of priority, so as to enable increased leisure opportunities.   | 26/08/06   |
| 4.  | RS14     | It is recommended that more opportunities be made to enable the care and nursing teams to liaise and share information. Similarly, such methods should be explored with visiting therapists.<br>It is strongly recommended that the current issue pertaining to totally unacceptable nursing staff levels be resolved with the provider of this service as a matter of utmost priority. | 26/08/06   |
| 5.  | RS15     | It is strongly recommended that dietetic input be   | 26/08/06   |

|     |      |  |          |
|-----|------|--|----------|
|     |      | significantly increased.   |          |
| 6.  | RS16 | It is recommended that boarders be given increased opportunities to make their own personal purchases, including having staff available to assist in accessing the local community.  | 26/08/06 |
| 7.  | RS17 | It is recommended that a format for care plans be devised, whereby the 'holistic' needs and targets of the individual can be readily presented and accessed.   | 26/08/06 |
| 8.  | RS18 | It is recommended that staff be provided with the time and resources so as to keep case files accurate and up to date.   | 26/08/06 |
| 9.  | RS22 | It is strongly recommended that the staffing review looks swiftly to addressing the shortfalls in students having to wait to receive the individual support they need.   | 26/08/06 |
| 10. | RS23 | It is strongly recommended that plans for re-provision be implemented without further delay.   | 26/08/06 |
| 11. | RS24 | As above.  | 26/08/06 |
| 12. | RS25 | As above.  | 26/08/06 |
| 13. | RS26 | It is strongly recommended that a risk assessment be conducted with regards the very real current risks to staff and student safety, due to the substandard environment and staffing levels. The findings of this may result in the school reviewing admissions for next term until such deficits are rectified. | 26/08/06 |
| 14. | RS28 | It is strongly recommended that all possibilities in terms of increasing staffing levels be explored; this may include the use of agency and short-term contracts.   | 26/08/06 |
| 15. | RS29 | It is strongly recommended that the induction, training and supervision needs of those staff who are in post be reinstated as soon as is practicably possible.   | 26/08/06 |



|     |      |   |          |
|-----|------|---|----------|
| 16. | RS30 | As above.   | 26/08/06 |
| 17. | RS31 | It is strongly recommended that staff be provided with adequate means so as to conduct full handovers, attend reviews and maintain necessary records. | 26/08/06 |
|     |      |   |          |

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