



Making Social Care
Better for People

inspection report

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

Helen Allison School

Longfield Road

Meopham

Gravesend

Kent

DA13 0EW

1st February 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Helen Allison School

Address

Longfield Road, Meopham, Gravesend, Kent, DA13 0EW

Tel No:

01474 814878

Fax No:

Email Address:

HelenAllison@nas.org.uk

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

Ms Jacqui Ashton Smith

Name of Head

Ms Jacqui Ashton Smith

CSCI Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

29/01/04

Date of Inspection Visit		1st February 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	John Walker	126635
Name of CSCI Inspector	2	Liz Baker	
Name of CSCI Inspector	3	Christine Hastie	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Heidi Attwood	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Helen Allison School

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Helen Allison School is owned by the National Autistic Society and was opened in 1968 in Gravesend, moving to its present site in Meopham in 1991.

The school provides co-educational day and weekly boarding facilities for children and young people with Autistic Spectrum Disorder aged 5-19 years of age.

The school is situated on the edge of the village in a semi-rural area close to a park with an adventure playground, shops, mainstream schools, library and railway station. The residential provision is situated several miles away from the school building on the Overcliffe at Gravesend. The residential provision comprises the Junior and Senior Houses and two flats based in a third house occupied by senior pupils of the school. All of the houses are Victorian and are within close proximity of each other.

The aim of the school is to 'provide education specifically geared to meet the needs of children and young people with an Autistic Spectrum Disorder in a safe, stimulating and structured environment to enable each individual to reach his/her fullest potential and to prepare him/her for adulthood as full and equal members of society'.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school continues to achieve at a high level in a number of areas with regard to boarding welfare and is to be commended for its continual striving to improve its practice, introducing new ideas and strategies aimed at promoting the education and welfare of all the children for whom it is responsible.

The inspection confirmed that the practice of personalising of each child's Children's Guide prior to and at the time of admission to the school continues to be commendable practice.

The school continues to pay considerable attention to ensuring the children are encouraged and supported to make decisions about their lives and to influence the way the school is run through its Person Centred Planning Approach. Since the last inspection this approach has been developed to good effect within the boarding element of the school.

The school continues to have a highly effective anti-bullying policy and procedures in place which are familiar to staff and effective in practice. The school's practice in this area was due to develop further with the introduction of 'Please Help Me' cards aimed at ensuring children with communication difficulties express any difficulties they might be experiencing at any given time.

The quality of the relationships between staff and children continues to be excellent and is based on mutual respect and understanding. The school was continuing to develop strategies aimed at identifying and managing better children's behaviour. For example, the school's Educational psychologist had recently introduced a Behaviour Incident Sheet which would be used to gather data about the behaviour of individual and groups of children so that antecedents to particular behaviours might be identified and managed better thereafter by staff. This was seen as an example of the school continuing to develop other ways of continually trying to improve its practice.

The children continue to experience well planned and sensitively handled admission and leaving processes.

The care staff and the school's residential provision and activities contribute to individual's children's progress through the underlying ethos of the school to provide the children with a holistic approach so that they experience consistency throughout the residential and educational elements of the school.

The assessment of the needs of the children and the care plans subsequently produced continue to be regarded as very good practice; the high level of involvement of the children in their plans is regarded as exemplary. The risk assessment procedures which are developed as part of the care planning process was also seen to be commendable practice. Children receive high levels of support from staff at all times. Children are looked after by staff who receive regular good quality training.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The recommendations made in the previous inspection report had very largely been addressed by the school though there were some minor issues that were still outstanding; the need to ensure the integrity of the forms used to report possible child protection matters; the need for the school to be able to evidence that all staff had read school policies and guidelines. The school had made good progress in addressing the Health & Safety issues identified in the previous report though work was still needed reduce identified risks seen in the senior house laundry area. It is also recommended that the school needs to check the temperature of the hot water supply to the hand basins in the boarding houses to ensure it meets the Standard.

The school had experienced considerable difficulties in obtaining the services of a suitably qualified and experienced individual to act as the school's Independent Visitor. The inspector acknowledged the school's difficulties with regard to this matter.

The school was subject to a pharmaceutical inspection and the pharmacy inspector's report is in the body of the main report. Whilst the school's practice in this area was largely sound some shortfalls were noted which the school is asked to address.

Whilst the staff had access to a range of appropriate and relevant training provided by the school and the National Autistic Society it is recommended that the training needs of staff could be more efficiently managed with the appointment to the school of a dedicated training officer.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The Headteacher and the school's Senior Management Team are to be congratulated for all they achieve for the school.

With regard to the boarding element of the school the Head of Care is to be commended for her leadership and vision and the Care Staff Team for their commitment and enthusiasm in offering the children such high quality care practice identified through the inspection process.

The school responded well to the findings of the previous inspection report and the inspector is confident that the school will continue to try to operate at levels at or beyond the National Minimum Standards.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

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

NO
NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

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

No	Standard	Recommended actions	
3	RS24	<p>That the Health & Safety risks identified during the course of the inspection in the laundry area be addressed as soon as possible.</p> <p>The inspection evidenced that the school had taken some steps to address the Health & Safety risks identified in the previous inspection. However, there were still some issues that needed to be addressed which are identified in the appropriate section of this report.</p>	

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RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	

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	RS4	That the school should revise and update its complaints procedure and introduce a complaints pro forma that could be used in conjunction with the dedicated hardbound complaints logbook to ensure that the outcomes of complaints were made more explicit to the children and/or their parents/carers.
2	RS4	That staff training is given regarding the school's complaints policy and procedures.
3	RS5	That copies of the completed report forms to record possible acts child abuse be given to an appropriate individual or agency outside the school so as to ensure their integrity.

4	RS10	That the school ensures that all staff who have direct contact with children have read, show an understanding of and have signed a copy of the school's policies on measures of control, discipline and physical intervention, and evidence of this is retained on their personnel files.
5		That the school implements the recommendations made in the pharmaceutical inspector's report.
6		That the school continues to seek to recruit an appropriately qualified and experienced independent visitor.
7		That further work should be undertaken in the senior house laundry area to ensure that all identified risks are eradicated.
8		That the temperature of the hot water supply to hand basins in the boarding houses be checked and if necessary appropriate action is taken by the school should the temperature of the water exceed 43 degrees C.
9		That the National Autistic Society should consider the need for the school to be given funding to enable it to appoint its own training officer.

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	YES
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NA
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	1/02/05
Time of Inspection	09.30
Duration Of Inspection (hrs.)	20
Number of Inspector Days spent on site	3.5

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	4
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The inspection confirmed the findings of the previous inspection that the school's Statement of Purpose met the Standard. It continued to be the practice of the school that the Children's Guide was personalised for each child referred and admitted to the school. Samples of these guides were seen by the inspector and were regarded as commendable practice.

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?

4

The inspection confirmed the findings of the previous inspection that the school operated at a high level in consulting with the children using a broad range of communication techniques. The school had continued to develop its Person Centred Planning - an approach which aimed to encourage the children to discuss the quality of their lessons with staff using a variety of feedback techniques, and to further encourage the children to make decisions for themselves regarding future lessons based upon the outcome of the feedback discussions. This approach had been developed in conjunction with the school's Educational Psychologist and the SMT, including the Educational Psychologist and Speech and Language Therapist have been monitoring the effectiveness of the implementation of Person Centred Planning. The Headteacher commented very favourably about what had been achieved to date in enabling a broad range of children to take decisions about their lives – something which autistic children often found very difficult given the nature of their disability. The Person Centred Planning Approach had also been introduced into the residential element of the school and discussion with staff indicated that this approach had been beneficial to many of the boarding pupils. It was interesting to note that as part of this approach the use of symbols used by children with communication difficulties to indicate their preferences had been extended to include the use of small photographs of real objects in addition to the use of symbols.

The comments made by parents in their returned questionnaires indicated they were very supportive of the work of the school and appreciated all that was done for their children by the staff of the school.

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

It was noted in the previous inspection that the school did not provide guidance, available to staff and children, on when it may be necessary to search a child's possessions. This matter had been addressed and the school now clearly met this Standard. Policies and procedures were in place regarding intimate care provision and the reporting of concerns. Discussion with staff and general observation of their interaction with the children confirmed the policies and procedures were acted upon and followed.

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 inspection confirmed the findings of the previous inspection that the school had a very sound complaints policy in which complaints were defined and procedures, both formal and informal, were given. The policy also covered issues such as an appeals process, the ground rules for making a complaint, a flow diagram of the procedures, a specimen complaints form and copies of letters to be used as part of the formal responses to complaints. It was a good practice recommendation that the school should revise and update its complaints procedure and introduce a complaints pro forma that could be used in conjunction with the dedicated hardbound complaints logbook in which the outcomes of complaints were made more explicit to the children and/or their parents/carers. Discussion with staff indicated that the issue of complaints had not been discussed at staff meetings for some time and it was further recommended that this matter be addressed in due course.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The school had clear a clear policy, guidance and procedures in place with regard to this area. It was a recommendation of the previous inspection that all staff, including administrative and ancillary staff, received regular training in Child Protection. The school had addressed this and discussion with staff confirmed such training had taken place. It was also recommended that the school should review and update the 'body map' pro formas used by staff for reporting any marks and bruising on children's bodies. This had been achieved and was in use.

All reports of marks and bruising and/or possible reports of child abuse were cross referenced and logged in a dedicated hardbound book. It was a good practice recommendation from the previous report that copies of the completed report forms should be given to an appropriate individual or agency outside the school so as to ensure their integrity. This recommendation had not been achieved though the school's Child Protection Officer indicated this recommendation would be implemented immediately after the inspection.

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?**

4

The inspection confirmed the findings of the previous inspection that the school's anti-bullying policy provided a clear definition and gave examples of the types of conduct and behaviour that might be perceived by staff as 'bullying'. However, the policy also took account of many of the behavioural traits displayed by autistic children in which acts of aggression of any kind made by one child upon another would not always be seen as acts of bullying.

It continued to be the case that in this area great emphasis was placed upon instilling into each child the concept of cause and effect from the moment a young person joined the school. Guidance about bullying was given to individual children through 1 to 1 sessions and was directly taught through Social Communication sessions. At the time of the inspection the school was about to introduce a 'Please Help Me' form that could be used by all children within the school. It was intended that this form would provide the staff and children with an additional tool aimed at alerting the staff to children's concerns. It was the view of the inspector this pro-active approach by staff that kept instances of bullying to a minimum. The school's practice in this area continued to be commendable.

Percentage of pupils reporting never or hardly ever being bullied

100 %

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

Discussion with the school's Child Protection Officer and Head of Care and an examination of relevant documentation indicated the school clearly met this Standard.

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

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

0

0

0

0

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The inspection confirmed the findings of the previous inspection that the school had a clear policy and procedures for dealing with children who were absent from the school without permission. Discussion with the Head of Care confirmed that the incidence of children absconding was minimal and the school had clear strategies in place to deal with any such incidents.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
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The inspection confirmed the findings of the previous inspection that this area was a great strength of the school. The school had a comprehensive list of detailed policies and procedures, within which ran a constant theme of acceptance, understanding and valuing young people in its care. The policies and procedures also clearly indicated for the benefit of staff the nature of autism as it affected the young people when policies and procedures were being implemented.

Throughout the inspection the inspector was able to observe many interactions between staff and children. The atmosphere within each residential house was warm and welcoming and although there was much activity going on, there was a sense of order and good deployment of staff. The children had the opportunity to go out, stay in and be alone or part of a group. Whilst the children were encouraged to make choices for themselves there was also the expectation by staff that children had to fulfil various tasks such as homework, laying tables and washing up. Emphasis was placed upon praising and encouraging positive efforts. Discussion with the children confirmed they were happy with the range of activities offered and felt the various tasks they were required to do were fair and reasonable. Discussion with staff indicated they were clear about their roles and responsibilities and considered themselves to be part of a team which were continually reviewing their individual and group practise.

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence

Standard met?

4

The inspection confirmed that the school was exceeding this Standard. The school's behaviour policy and procedures promoted a positive pro-active approach by staff and emphasis was placed upon rewarding positive behaviour through rewards systems. There was a very thorough assessment system in place to identify each child's behavioural patterns both prior to and after admission to the school. The school's Educational Psychologist contributed to this assessment programme and advised staff of appropriate techniques and strategies which might be used with each and every child.

Detailed records were kept on a daily basis as to the behaviours both positive and negative displayed by each child. This information was used to monitor each child's behaviour and to inform staff of possible triggers for particular types of behaviour. Whenever a negative incident occurred staff would talk through the events that occurred with the child in order to get him/her reflect upon and appreciate the consequences of their poor behaviour.

The school's Educational Psychologist had recently introduced a Behaviour Incident Form upon which detailed notes were entered to record specific details of a range of incidents. The data on the forms was to be entered into a data base maintained by the psychologist so that patterns and trends might be identified in terms of identifying the possible causes and triggers of particular behaviours with individual and groups of children. Such information would assist staff when preparing behaviour management plans for the children. The attention to detail in describing behaviour and the use to which such detail was to be used was considered to be commendable.

All new staff received SCIP training as part of their induction and SCIP refresher courses were regularly offered to all existing staff.

A dedicated hardbound logbook, detailing all incidents, sanctions and restraints was made available to the inspector. All entries were up to date and properly recorded.

Discussion with the Head of Care needed to ensure that all staff had signed copies of the school's policies on measures of control as recommended in Performance Indicator 10.19. It was the case that newly appointed staff were required to indicate they had read and understood such policies but clarification was needed to ascertain whether the entire staff group had signed off that they had read such policies. At the time of the inspection this matter was being addressed by the Head of Care.

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?	4
<p>The inspection confirmed the findings of previous inspections that the school continued to exceed this Standard. The school's Admissions & Assessment Team undertook the admission procedure. The school had devised comprehensive procedures which involved close liaison with the parents/child and all other relevant agencies.</p>		
<p>The school took great care to ensure the school leavers were as fully prepared as possible for whatever was planned for them once they left the school. Discussion with staff indicated the children were taken through an extensive careers/work experience programme and older residential pupils were encouraged to learn a range of self-help and independence training skills. The school worked closely to ensure appropriate Transition Plans were developed for each school leaver and close links had been established with Connexions. However, it was reported in the last inspection many social services departments with whom the school worked often engaged in last minute planning for placing young people who needed further provision and support. This often generated considerable anxiety for the children and their families prior to them leaving school and often made it difficult for the school to finalise its planning. Discussion with staff confirmed the situation had not changed and it was still the case many social services departments were not able to plan well ahead with regard to placing young people with complex needs.</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?**

4

The inspection confirmed the findings of the previous inspection that the school's practice in this area was commendable. Discussion with both teaching and care staff indicated the underlying ethos of the school was to provide the children with a holistic approach so that they experienced consistency throughout their school day from the moment they got up until they went to bed. To this end residential and educational staff routinely communicated with each other and all three of the residential teams work within school class groups as part of their normal working day. The inspector saw evidence of the written outcomes of interdepartmental reviews which aimed to ensure consistency in the management of each child by staff.

The children were encouraged to do homework and there were adequate spaces within the residential houses to enable this to occur.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

3

The inspection confirmed the findings of the previous inspection that the children were given ample opportunity to engage in a broad range of appropriate activities. The inspector was shown a copy of the residential activities programme for January 2005 and it was evident that all boarders could experience wide range of leisure and other activities. During the evening of the inspection young people were observed to be participating in a number of activities which included both staying in and going out.

Routine activities were seen to include swimming, cinema, shopping, trampolining and bowling. Risk assessments were undertaken of all off-site activities and parental consent was always sought for the children to participate in such activities.

Whilst the school clearly met this Standard discussions with the Head of Care indicated she wished to improve the activities offered so that they took into account the individual interests and leisure pursuits of particular children. The Head of Care was considering strategies which might enable staff to support those children who wished to participate in activities which fell outside the usual range of activities offered.

Records showed individual children were given regular opportunities to spend one to one time with their keyworker.

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?

2

Report of Pharmaceutical Inspection carried out by Christine Hastie at Helen Allison School on Tuesday 2 February 2005.

Summary

The pharmaceutical inspection found that the school paid much attention to medicine management and were keeping records to ensure an audit trail. The school is somewhat hampered by the cumbersome system of medicine supply by the parents and it is recommended this be reviewed. The Head of Care was very receptive to all the advice given by the pharmacy inspector.

Recommendations

1. Standard 14.14 All staff administering medicine to children receive appropriate training from an external source 30/4/2005
2. Standard 14.15 All medicine received from parents is in the original containers dispensed by the pharmacist and is fit for use 15/2/2005
3. Standard 14.15 All medicine is labelled with full directions for administration and remains in the container in which it was dispensed until it is administered. 15/2/2005
4. Standard 14.16 Key security is reviewed and improved 15/2/2005
5. Standard 14.18 There is a protocol for the provision of household medicines and there is a record of their purchase and use 28/2/2005
6. Standard 14.20 The school reviews and improves its method of record keeping of the administration of prescribed and household medicine 31/3/2005

Advisory Recommendations

1. The medicine cupboard in Jubilee Unit is relocated and the cupboard in school is appropriately secured to a wall
2. All CD cupboards are bolted with rawl or rag bolts to meet the Misuse of Drugs (Safe Custody) Regulations
3. The school has a copy of the current BNF
4. The weekly supply of medicines by parents is reviewed.

Standard 15 (15.1 - 15.15)

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

Key Findings and Evidence**Standard met?**

3

The inspection confirmed the findings of the previous inspection that the children were well provided for in this area. The inspector enjoyed two meals in the main school dining room and observed a breakfast and evening meal in the residential units. The food served was wholesome, nourishing and well presented. The meals observed were well-managed orderly occasions. Discussion with the children confirmed they enjoyed the food and were able to make suggestions as regards menu planning. Discussion with the Head of Care indicated all staff who prepared and cooked food had basic food handling certificates.

Discussion with the head cook indicated that she and her staff were well aware of the particular dietary needs of some pupils and could provide special diets as needed. The kitchen staff were also able to cater for those children whose religious and cultural backgrounds precluded them from eating particular foods.

The kitchens and boarding houses had recently been inspected by Environmental Health and had received a very good report a copy of which was seen by the inspector.

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?**

4

This area was a particular strength of the school. Every opportunity was given to children exercising individual choice. Discussion with the Head of Care made it clear that it was a feature of autistic children that they were unable or found it very difficult to exercise choice on even relatively simple matters. The inspector was informed that a very important part of the work of the school was to improve the children's abilities to exercise choice. The Person Centred Planning approach described previously in the report was one strategy adopted by the boarding houses when working with the children. Discussion with staff indicated many children had benefited from this approach and were demonstrating better ability at making choices for themselves over a widening range of issues.

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?	4
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The inspector examined four children's files. This confirmed the findings of the previous inspection that the school's care plan files were very comprehensive documents which were regularly reviewed and updated by each child's keyworker in conjunction with the child.

Discussion with children confirmed they knew what were in their care plans and what targets had been set for them. Care staff were required to make daily comments in each child's care plan with regard to areas such as the Extended Curriculum (homework), Autism Support, Social Skills, Independent Living Skills, Leisure, Intimate/Self Care and Accessing the Community. Such comprehensive recording enabled staff to monitor progress on agreed targets and to formulate new targets as required at the time of each child's Annual Review.

The high levels of involvement of every child in their care planning was seen to be an extension of the Person Centred Planning approach described previously in the report. The school's practice in this area continued to be commendable.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

3

The inspection confirmed the findings of the previous inspection that the children's files were in good order and very well organised. As has been described previously children are actively encouraged to be made aware of the contents of their files. All files were kept in lockable cabinets and cupboards.

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

Since the last inspection all staff and children's files had been subject to an audit to ensure they contained all the information listed in Standard 19.2. The school's administrative assistant is to be commended for her good efforts in this area since all of the files examined by the inspectors were properly indexed, in good order and contained all the required information listed in the Standard.

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?**

4

The inspection confirmed the findings of the previous inspection that given the school was weekly boarding children were able to maintain contact with their parents and significant others on a very regular basis. Children had adequate opportunities to maintain contact with their parents and significant others while living at the school.

The responses made by parents in their questionnaires were very positive about the work of the school and the support and education that their children received. Discussion with staff and an examination of contact books and telephone logs evidenced that there were high levels of contact between the school and the children's parents/carers. The practice of the school in this area was regarded as being commendable.

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?**

3

The inspection confirmed the findings of the previous inspection that the school had good liaison and communication networks with social service departments and local education authorities, Connexions and the Learning Skills Council. The school actively contributed to Pathway Plans and transition link plans for pupils leaving school.

General observation by the inspector confirmed social skills and independence training continued to be promoted at every opportunity within the residential units.

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?**

4

In the previous inspection report the findings were that the school placed great emphasis on giving much individualised support to all children. Although each child had a designated keyworker the school's philosophy was all staff were expected to play an active role in the child's welfare. General observation and discussion with staff and children indicated that this continued to be the case. The school's policies and procedures were permeated with references to the welfare, rights and protection of children with autism and to ensuring they were given high levels of individualised support in line with their needs and wishes. It was the view of the inspector the school's general practice in this area continued to be commendable.

Discussion with the then acting Head of Care (who has since been confirmed in her post as Head of Care) held during the previous inspection indicated that the visits by the school's independent visitor were not regular enough for the children to be fully aware of who she was and what her role might be. At the time of this inspection it was clear the issue of a suitable independent visitor to the school was continuing to be addressed. The school had found it exceedingly difficult to obtain the services of an appropriately trained and qualified person who would be able to meet the needs of autistic children in the role of independent visitor and the search for such a person was ongoing. Given the highly specialist requirements that would be needed by an independent visitor and given that the school was actively seeking such a person the inspector felt it appropriate not to reduce the scoring of this Standard given the high levels of commendable practice evidenced elsewhere within it. It was recommended that the school continued to seek to recruit an appropriately qualified and experienced independent visitor.

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 inspection confirmed the findings of the previous inspection that the main school building is in a very good state of repair and is of a size and layout suitable for the type of children that it admits. The site is spacious and well decorated, with particular attention being given to colour schemes aimed at creating a subtle and calm environment. There is a range of well-equipped classroom facilities, including specialist areas, a large hall and separate dining room. Security is well maintained through the use of a keypad and signing in system at the school's main entrance. Visitors to the school are required to wear identity badges.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence**Standard met?****2**

The residential accommodation is based in three large Victorian terraced houses adjacent to each other in a residential street in Gravesend. The houses are close to the town centre and are approximately fifteen minutes travelling time from the school. Consequently the children are transported to and from the school on a daily basis. This did not seem to cause any undue problems for children and staff and indeed the physical separation of the school from the residential accommodation might be considered a more satisfactory set arrangements for autistic children in terms of them being able to delineate their boarding programmes from their educational programmes.

The accommodation consists of Junior House (accommodating up to nine children aged 12 to 14), Senior House (accommodating up to 10 children aged 14 to 16). These two houses are next door to each other. Several doors away within the same terrace block are two flats (accommodating up to 4 young people aged 16 to 19) contained within the same building. Since the last inspection further refurbishment work had been undertaken which included the installation of double-glazing and the replacement of many curtains and blinds. The houses, given their age, were well decorated and in a good state of repair. Overall the ambience within all of the houses continued to be warm and welcoming and the main living areas were clean and tidy. A number of bedrooms were visited with the permission of the occupants. They were seen to be appropriately furnished and personalised to the wishes of the children occupying the rooms.

The inspector was pleased to note that the recommendation that the kitchen area in the senior house should be refurbished had been implemented. The kitchen had been redesigned, retiled and redecorated and fitted out with good quality kitchen equipment. Discussion with staff indicated they felt the kitchen area was a much safer and more practical working environment for both themselves and the children.

In the previous inspection report concerns were expressed about the health and safety risks found in the laundry area. It was evident that some work had taken place to reduce such risks; the area had been made secure and inaccessible to children. However, further work needed to be done within the laundry area itself. Electrical wiring continued to be exposed; there was insufficient accessible storage space within the laundry which precluded cleaning materials and chemicals from being stored properly. It was recommended that further work should be undertaken in the laundry area to ensure that all identified risks were eradicated.

Plans were in hand to improve the designated staff sleep-in rooms in the senior house. A toilet area was due to be installed and the rooms were due for redecoration. Some of the furniture had been replaced and upgraded.

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?

3

On the day of the inspection all bathroom/toilet areas were clean, hygienic and odour free, readily accessible to the children and were in close proximity to bedrooms. In many of the areas inspected the bathrooms had been redecorated, new cisterns had been installed and baths re-enamelled. However, it was noted that one bathroom area in the flats was not up to the same good standard seen elsewhere. This particular bathroom was in need of redecorating and retiling around the bath area.

It was noted that whilst thermostatic valves had been fitted to the hot water supply of baths and showers that was not the case for hot water supplied to hand basins. When checked manually by the inspector the hot water from a number of hand basins appeared to exceed a temperature of 43 degrees C. However, since the inspector did not have a thermometer immediately to hand to confirm this it is recommended that the temperature of the hot water supply to hand basins in the boarding houses be checked and if necessary appropriate action is taken by the school should the temperature of the water exceed 43 degrees C.

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?

4

Discussion with the school's Bursar and examination of relevant documentation confirmed the findings of the previous inspection that there were no significant unnecessary hazards to health and safety (apart from those mentioned in Standards 24 & 25) apparent in the school, grounds and residential facilities.

Gas, electrical and other equipment were checked regularly by outside contractors; boilers were maintained annually. The Bursar, in his role as the school's Health & Safety Officer, had been continuing to undertake a rolling programme of updating existing risk assessments using a system devised by the National Autistic Society. The risk assessments continued to be monitored by the school's Safety Action Group which met bi-monthly to discuss health and safety issues and to prioritise work that needed to be undertaken in this area. Members of this group included the Headteacher, deputy Headteacher, head of catering, Head of Care, Bursar and staff group representatives. All meetings were properly minuted.

Fire drills were undertaken regularly and emergency lighting, fire alarms and fire-fighting equipment was also tested regularly. The Fire Service and Environmental Health had recently visited the school and there were no outstanding issues from either of these agencies.

In addition to the practice described above, the Bursar showed the inspector a series of detailed risk assessments which related to a target for one particular child aimed at enabling the child to go out on unsupervised visits to the local shops. Each risk assessment clearly indicated the progress made by the child in achieving his target and it was evident that the child had progressed from a situation of having to be directly supervised by two members of staff to a point where he could safely visit local shops unaccompanied. The attention to detail in the development of appropriate risk assessments as the child made progress was considered to be commendable by the inspector. The Bursar was also able to evidence that similar detailed risk assessments had been or were being developed for other children as required.

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 inspection confirmed the findings of the previous inspection that the school had rigorous recruitment policies and procedures in place. Examination of a number of personnel files showed them to be indexed and well ordered and contained the records required in Standard 27.2. All staff were subject to enhanced CRB checks and newly appointed staff were not allowed to commence their employment until suitable references were received and the outcome of CRB checks known.

It was a finding of the previous inspection that the school did not make direct with each referee to verify the reference. This matter had been addressed and the school's administrative officer showed the inspectors how she now verified referees as part of the school's recruitment process.

Total number of care staff:	19	Number of care staff who left in last 12 months:	2
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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

Discussion with the Head of Care, staff members and an examination of duty rotas indicated the residential staffing levels were satisfactory. Waking night staff were supported by senior care staff sleeping in.

Continuity of care was maintained by the way the rotas for each of the three staff teams overlapped throughout the day. Other staff members covered staff absences though the school did have a number of other temporary staff they could call on in an emergency. Such staff had been properly recruited and vetted.

Written records were kept detailing the number of staff and young people on the premises each 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?**

4

The inspection confirmed the findings of the previous inspection that the school had a very thorough six-month induction process for new staff. The induction documentation was comprehensive and new staff were required to progress through it on a first day/first week/first month/sixth month basis during the course of which new staff were taken through particular aspects of the organisation and received relevant training in areas such as Autism Awareness, Child Protection, Health & Safety and Fire Prevention. Thereafter staff were placed on the school's Management, Support and Development (MSD) process in which their training and development needs were identified and updated on a regular basis. Staff were given their own Development File which included their job description, MSD details and training request forms. Discussion with staff confirmed they were able to apply for training so long as the courses were relevant to their role.

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

Discussion with staff and an examination of supervision notes confirmed the findings of the previous inspection that regular staff supervision, as part of the MSD process, took place and addressed the issues recommended in Performance Indicator 30.4. Suitable arrangements continued to be made by the National Autistic Society for the professional supervision of the Head of the school. All staff continued to receive an annual appraisal through the MSD process which was in line with the recommendations made in Performance Indicator 30.6.

There were clear lines of accountability within the school and all staff had written job descriptions which were reviewed as part of the appraisal process.

Rotas did enable various staff groups to meet on a regular basis. All meetings were properly recorded and minuted.

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?

2

It was evident that the school continued to be led by a highly competent and skilled Headteacher and senior management team who were very effective in sharing their enthusiasm and commitment with the rest of the staff group in promoting the education and general development of all of the children for whom they were responsible.

The Head of Care was to be commended for her leadership and vision in taking the work of the residential element of the school forwards and the care staff themselves were also to be commended for their commitment and enthusiasm in ensuring that all of the children were given every opportunity to progress.

The school had not been able to meet the regulatory requirement that a minimum ratio of 80% of care staff should have completed their NVQ Level 3 in childcare by 2005 and the scoring of this Standard has to reflect this shortfall. Discussion with the Headteacher and Head of Care indicated that different members of the senior management team undertook the management of staff training though it was their view that this was not an efficient way of managing training within the school. The Headteacher and Head of Care were of the view that the shortfall in meeting the 2005 care staff training requirement was a reflection of this.

It was the view of the Headteacher that given the many demands made of senior staff and the expectations from relevant inspection agencies that all staff should receive high quality training then there was a clear case for the school being allowed to appoint its own dedicated training officer. It was recommended that the National Autistic Society should consider the need for the school to be given funding to enable it to appoint a training officer.

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

60 %

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence**Standard met?**

3

The Headteacher confirmed the findings of the previous inspection that the school was part of a successful national organisation, the National Autistic Society (NAS) which was financially sound. Discussion with the Bursar indicated the school was required to have robust financial procedures in place by the NAS and the school's budget and expenditure was closely scrutinised and monitored both internally by the school and externally by the NAS.

The Headteacher monitored all records in relation to boarding and welfare and was required to prepare a report on her findings every six weeks to the school's Services Support Committee and the National Autistic Society.

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

The inspection confirmed the findings of the previous inspection that the school was visited monthly by an Independent Visitor nominated by the NAS. The visitor was usually another senior care manager working for the organisation and it was the practice for the nominated visitor to be changed on an annual basis. Copies of reports of such visits had been submitted to the National Care Standards Commission and it was clear the school and the NAS were meeting this Standard.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary content.

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 1st/2nd February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 18 March 2005 which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

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

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I Jacqui Ashton Smith, Headteacher of Helen Allison 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 the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

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

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