



*Making Social Care
Better for People*

inspection report

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

Hamilton Lodge School

Walpole Road

Brighton

East Sussex

BN2 0LS

31st January & 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

Hamilton Lodge School

Address

Walpole Road, Brighton, East Sussex, BN2 0LS

Tel No:

01273 682362

Fax No:

01273 695742

Email Address:

hamilton.lodge@ukonline.co.uk

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

Hamilton Lodge School

Name of Head

Mrs A K Duffy

CSCI Classification

Residential Special School

Type of school

School for deaf children

Date of last boarding welfare inspection:

26/01/04

Date of Inspection Visit		31 January 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Ms Camilla Wood	
Name of CSCI Inspector	2	Mr Paul Taylor	
Name of CSCI Inspector	3		
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		Ms Anne Duffy	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Residential Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
- 3. Child Protection**
- 4. Care and Control**
- 5. Quality of Care**
- 6. Planning for care**
- 7. Premises**
- 8. Staffing**
- 9. Organisation and Management**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

- D.1. Head's comments**
- D.2. Action Plan**
- D.3. Head's agreement**

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 Hamilton Lodge 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

Hamilton Lodge is a non-maintained special school for boy and girl pupils aged from 5 to 18 years who are severely or profoundly deaf. The School prospectus states: "The Child Centred Communication approach at the school supports the development of both British Sign Language and English".

Pupils come from a number of authorities throughout the country.

The School is sited in a row of large houses in a residential area close to the centre of Brighton. There are three boarding houses: one for girls, one for boys, and a mixed house for post 16 pupils. Boarding houses are separate from the teaching accommodation.

At the time of inspection there were a total of 71 pupils on the School roll; this comprised 25 girl boarders, 25 boy boarders and 21 day pupils.

Because of the speech and language needs of the pupils, it was agreed with the school that the CSCI written pupil questionnaire would not be used for the inspection.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Standard 2, Consultation – Staff work hard to ensure that young people are actively enabled to put forward their views about their care and to use mechanisms such as the complaints procedure to raise issues and concerns. Formal consultation processes in place include a School Council and boarding house meetings. There is a weekly School magazine for parents.

Standard 9, Care and Control - Relationships between staff and young people were found to be a strength of the School. Staff showed a good understanding of the behaviours and needs of different pupils and how these should best be addressed.

Standard 11, Admission and Leaving – The School is effective in supporting the transition of pupils at admission and upon leaving. One member of staff has designated responsibility to support pupils in Years 10-12 with their transition from the School.

Standard 22, Support to Individual Children - Young people are provided with individualised support, reflecting their diverse needs. The School has good links with outside agencies with expertise in supporting deaf children and their families. The Advisor for Social and Emotional Needs offers individual sessions to pupils.

Standard 26, Health, Safety and Security - There is a robust approach to health and safety within the School. Good systems are in place for the initial assessment of risk and for ongoing monitoring.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Standard 10, Measures of Control - As a point of good practice the School is advised to include restraints on the incident reports monitoring check list so that they can be more easily monitored.

Standard 17, Care Planning - As a point of good practice it would be helpful if all care plans were recorded and organised to the same consistent format.

Standard 18, Children's Individual Case Files - The post of Advisor for Social and Emotional Needs is relatively new and inspectors discussed with the Principal and the Head of Care the need to develop a protocol clarifying arrangements for the retention and disposal of records of individual counselling sessions with pupils.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Inspectors concluded that Hamilton Lodge is successful in meeting the care and welfare needs of boarding pupils. In relation to the boarding provision a significant strength of the School lies in the individualised support provided and in the quality of the relationships between staff and young people.

The areas noted above where the School “should do better” relate to suggestions for continuous improvement, and do not reflect shortfalls in meeting the 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?

YES

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

No	Standard	Recommended actions	

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	RSS 10	That restraints are included on the incident reports monitoring check list so that they can be more easily monitored.
2	RSS 10	That 'internal note' reports are signed off by a member of the senior management team.
3	RSS 17	That care plans are recorded and organised to the same consistent format.
4	RSS 18	That a protocol is developed for the retention and disposal of records kept by the Advisor for Social and Emotional Needs.

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	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
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)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	31/01/05
Time of Inspection	10.00
Duration Of Inspection (hrs.)	18
Number of Inspector Days spent on site	4

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) |

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
Information about the School is contained in the prospectus, parent information pack, and pupil guidelines. These documents provide comprehensive and relevant information about the School, including the boarding provision. Written documentation accurately reflected day-to-day practice as observed by inspectors and described by staff and pupils.		

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
<p>The School has a variety of formal and informal ways in which the views of pupils and significant others are sought.</p> <p>There is a School Council and a separate Food Committee. Each boarding house has regular house meetings that all pupils are encouraged to attend. Pupils attend their annual reviews and complete a consultation form before hand to aid their participation.</p> <p>Parents/carers receive a weekly newsletter from the School, used to provide information about what is happening and also to invite their comments and contributions over specific issues.</p>		

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
<p>Staff were judged to be sensitive to issues of privacy and confidentiality. They understood the sorts of circumstances when confidentiality could not be maintained e.g. matters of child protection, and appeared confident in managing sensitive information appropriately.</p> <p>Practice is underpinned by written policy guidance.</p> <p>No concerns about privacy or confidentiality were raised or observed during the inspection.</p>		

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

There is a written complaints procedure in place. Pupils who were asked knew how to raise concerns and complaints and thought that any issues raised would be dealt with properly by the School.

Of the six complaints made by parents all bar one had been resolved at the informal level. One had gone to the Governors for a response; this concerned a change to the times of the school day and was not directly related to the care provision.

The complaint by pupils was raised with the independent person during one of their half termly monitoring visits and related to some pupils' perception that they were not allowed enough freedom while at the School. This was addressed through senior staff meeting pupils to discuss risks and responsibilities in the light of the School's duty of care to pupils.

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

7

Number of above complaints resolved:

7

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

0

Number of above complaints substantiated:

X

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 has a written child protection policy; the Area Child Protection Committee procedures are also available.

The Principal and the Head of Care remain the designated members of staff for child protection. The Head of Care has attended multi agency child protection training. All school staff, including ancillary workers, receive in-house child protection awareness training. Staff who met with inspectors were clear about their roles and responsibilities in this area and understood the lines of reporting should they have concerns.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

Managers told inspectors that there had been some recent incidents of bullying amongst certain pupils; they were able to describe how this was being addressed, indicating a thoughtful and appropriate response. They had a clear understanding of who were the vulnerable pupils within the School community, and who were those most likely to perpetrate bullying. Instances of bullying behaviour are closely monitored through a system of incident reporting; parents are involved in discussing and implementing any resulting actions. Pupils met with considered that bullying was something the School would deal with effectively and said that it was not an issue for them.

A percentage figure about bullying was not obtained because the written questionnaire was not used.

Percentage of pupils reporting never or hardly ever being bullied

X %

Standard 7 (7.1 - 7.7)

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence**Standard met?**

3

The School is aware of the need to notify significant incidents to the CSCI and to other external agencies as required, and carries out this responsibility with due care. Both incidents noted below were properly informed to the correct organisations.

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**

1

0

0

1

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
<p>There is a procedure in place specifying the actions to be taken by staff in the event of a young person being absent without permission although this is not generally an issue for the School.</p> <p>There is an independence programme through which older pupils are supported to develop the skills and confidence to go out locally without staff supervision. This works well and the freedom offered is rarely abused by pupils.</p>		
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
<p>The quality of relationships between staff and young people was judged to be a strength of the School.</p> <p>Staff showed considerable skill in communicating with young people and working alongside them in a manner which was relaxed and friendly while at the same time retaining an appropriate level of authority.</p> <p>Staff had a detailed and comprehensive knowledge of the young people's needs.</p> <p>Staffing levels in relation to numbers and skills were sufficient to enable a balance to be maintained in relation to addressing the needs of individual pupils within the group setting.</p>		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
<p>There is a clear system for managing behaviour that is well understood by staff and pupils. The emphasis is on rewarding good behaviour, providing positive role models and celebrating achievements.</p> <p>Sanctions are recorded and were found to be appropriate to the incident and within guidelines for permitted sanctions.</p> <p>Physical interventions are occasionally used and staff are trained in the Team Teach approach. All restraints are fully recorded. As a point of good practice the School is advised to include restraint on the incident reports monitoring check list so that they can be more easily monitored.</p> <p>To support accountability, 'internal note' reports should be signed off by a member of the senior management team.</p>		

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	4
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The School has a thoughtful approach to the admission of new pupils. Usual practice is for the Principal to visit a prospective pupil in their current placement to assess their suitability for the School. The admission process can be tailored to individual needs and includes the opportunity for an overnight stay before formally starting as a boarding pupil. There is a separate boarding house for students aged 16 plus; they are encouraged to take more responsibility and to further develop their independence skills. One member of staff has designated responsibility to support pupils in Years 10-12 with their transition from the School. This involves organising work experience placements and liaising with colleges of further education to ensure that pupils are properly placed and appropriately supported in their new education/work settings.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

3

Care staff work with classroom colleagues to support young people's education. Relationships between care and teaching staff appear good. Care staff are involved in the annual review process. All pupils are given at least two IEP targets (in communication and social development) that are relevant to the care setting. There are arrangements for care and teaching staff to meet together to collectively review progress and to discuss particular 'cause for concern' pupils.

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

Pupils have the opportunity to engage in a variety of activities on and off site; the programme is organised to reflect the interests and needs of pupils of different ages. There is an appropriate balance between structured activity and free time. Older students on the independence programme enjoy the privilege of going out unsupervised e.g. into Brighton. Risk assessments are carried out for all high risk activities e.g. horse riding.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?**

3

There is a trained nurse available throughout the School day; a local GP offers a weekly surgery at the School. An educational audiologist works for two half days within the school. School staff are first aid trained; they work closely with the nurse in the administration of medication and in carrying out minor first aid. Accident records are kept and monitored to ensure practice is sound and to identify possible trends or significant concerns. At inspection no pupils were responsible for their own medication; however the School has risk assessed this area. Within the surgery area there are two single rooms available for use by pupils who are unwell, with toilet facilities close by.

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

Pupils are provided with a choice of main courses including a salad bar. A vegetarian option is provided and other dietary needs are catered for e.g. for Muslim pupils. Drinking water is available. Snacks and fresh fruit are provided in the boarding houses.

There is a Food Committee through which pupils are able to give their ideas about the quality and the choices provided.

Meals that inspectors took with pupils in the main dining room were pleasant enjoyable occasions.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

As pupils are weekly boarders returning home every weekend, parents retain primary responsibility for their clothing, toiletries and pocket money.

Observation and discussion during the inspection indicated that young people's clothing and toiletry needs are met during their time at the School. Casual clothes may be washed at School should the need arise. Parents are asked to supply sufficient toiletries to last the boarding week.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

3

All pupils have a Statement of Special Educational Needs that is reviewed annually. From this, Individual Education Plans provide a framework of education and care targets that are monitored and reviewed throughout the academic year.

Boarding pupils have their own care plans that complement and integrate with the IEPs. As a point of good practice, it would be helpful if all care plans were recorded and organised to the same consistent format. This would make it easier to monitor and evaluate pupils' progress.

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

All the information required by this standard is retained within the School. The information for each pupil is not all held in one place e.g. health records are retained separately by the nurse. However, staff know where different records are held and are able to retrieve information as necessary.

The post of Advisor for Social and Emotional Needs is relatively new and inspectors discussed with the Principal and the Head of Care the need to develop a protocol clarifying arrangements for the retention and disposal of records of the individual counselling sessions with pupils.

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
School records were found to be well maintained and efficiently organised. Records listed within the standard e.g. menus, accidents and duty rosters were available during the inspection and were being properly kept.		

Standard 20 (20.1 - 20.6)		
Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.		
Key Findings and Evidence	Standard met?	3
The School works hard to promote and maintain good contact between young people and their families. Pupils are encouraged to maintain contact during the week e.g. via fax, text messaging or mini com. All boarders return home at the weekends.		

Standard 21 (21.1 - 21.2)		
Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.		
Key Findings and Evidence	Standard met?	9
Standard not applicable. At the time of inspection there were no looked after pupils at the School.		

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

The School was judged to be successful in identifying and addressing pupils' needs. Staff showed a good understanding of the needs of deaf children generally and of the needs of individual pupils within the School community.

There is good liaison with external agencies including ongoing psychiatric and psychology support from the Deaf Child and Family Team within St George's Mental Health NHS Trust. The pupil mentor service within the role of the Adviser for Social and Emotional Needs is developing well. Pupils may be referred by staff or parents, or may refer themselves.

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 location, design and size of the School remain largely unchanged from the last inspection, particularly in relation to the accommodation for boarding pupils. There is a clear separation between boarding accommodation and teaching areas. There are three boarding houses, for boys, girls and separate post 16 accommodation. The School continues to address accessibility for pupils with restricted mobility. There is disabled access to the girls' house, the boys' house, the main school building and the dining room. Advice has been obtained in relation to use of colour schemes to support pupils with Ushers syndrome.

Standard 24 (24.1 - 24.19)

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

Key Findings and Evidence	Standard met?	3
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There is a rolling programme for maintenance and the boarding accommodation was found to be clean and well looked after. Pupils were positive about their rooms; they thought the furnishings were good, they had sufficient storage and they were able to personalise their own space. Pupil preferences and friendship groups are taken into account in room allocation.

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

There are sufficient baths, showers and toilets for the number of boarders. There are separate facilities for staff and visitors.

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

There is a robust approach to health and safety within the School. Good systems are in place for the initial assessment of risk and for ongoing monitoring.
 Fire safety checks are undertaken weekly; fire drills are held termly at various times of the day and night.
 There is a health and safety committee that meets termly.
 Security of the School buildings is good with door codes and use of CCTV at main entrances.

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

There is a sound approach to staff recruitment. Personnel files examined at inspection contained evidence of required checks and references, including CRB checks, being undertaken in the employment of new staff.

Total number of care staff:

17

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The staffing establishment of the care team was found to be sufficient for the number and needs of current boarding pupils.

Boarders thought that staff looked after them well; they knew the individual members of the care team and knew what to do if they needed to contact staff during the night.

The team has a balance of male and female staff.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?**

3

Staff who met with inspectors were positive about the training opportunities provided. One member of staff has designated responsibility for overseeing the professional development of staff and ensuring that the performance management process is fully implemented.

The School is working towards the standard that 80% of staff are trained to NVQ level 3 in Caring for Children.

Staff are encouraged to participate in external short courses and inset training.

Staff training needs are discussed and planned for as part of the annual performance management process. There is a formal induction programme for new staff.

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

Staff had written job descriptions and were clear about their roles and responsibilities. They reported feeling well supported by managers and by their peers. Formal supervision takes place at least every half term; in addition there are regular opportunities for informal discussion and guidance as necessary.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

3

There are clear lines of accountability and inspectors judged the School to be well managed. The Head of Care is part of the School senior management team. There is an ongoing NVQ programme for care staff.

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

62 %

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

Discussion with members of the senior management team showed them to have a good understanding of practice within the School. Written records showed evidence of regular management monitoring. The Principal reports to the Governing body on a regular basis; this includes matters related to the operation and performance of the boarding provision, and the School's compliance with the National Minimum Standards.

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

Half termly monitoring visits are taking place in accordance with the standard.

The person employed to carry out the visits has experience in working with people with hearing impairments together with the necessary skills to communicate effectively with pupils during the visits.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

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 31st January & 1st 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

YES

Comments were received from the provider

YES

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

YES

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

YES

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 23rd 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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of _____ 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 _____ of _____ 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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