



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Hebden Green Special School

**Woodford Lane West
Winsford
Cheshire
CW7 4EJ**

Lead Inspector
Karen Forster

Announced Inspection
7th March 2006 08:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school Hebden Green Special School

Address Woodford Lane West
Winsford
Cheshire
CW7 4EJ

Telephone number 01606 594221

Fax number 01606 595370

Email address

Provider Web address <http://www.cheshire.gov.uk>

**Name of Governing body,
Person or Authority
responsible for the
school** Cheshire County Council

Name of Head Mr A Farren

Name of Head of Care Ms Julie Pigram

**Age range of residential
pupils** **11– 19 years**

**Date of last welfare
inspection** 08/03/05

Brief Description of the School:

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

The school provides for children aged between three and nineteen years for educational purposes, however the residential provision only caters for children aged from eleven years.

The establishment is situated in the town of Winsford in Cheshire, within a small campus of educational provision.

A different group of children use the residential facilities each evening with their peers. Care associates employed by Cheshire County Council and a school nursing team of qualified nurses staff the residential facility.

SUMMARY

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

This announced inspection took place over two days within school. The inspection included a premises tour led by two students, discussion with care and teaching staff, senior staff and students. Reference was made to records within school.

Survey forms were circulated to parents and staff; the school doctor and chair of governors prior to the inspection.

What the school does well:

The school takes the promotion of health seriously. Young people's welfare is closely monitored and their health needs are well met.

Appropriate internal policies are in place in relation to confidentiality, complaints, bullying and child protection. Staff members were observed following policy in their practice.

The students and staff make good use of the newly developed garden of reflection area and the redeveloped hydrotherapy pool, which are of a good standard and are well maintained. There is a close link between care and classroom within the school. The school meets the current support needs of each young person and takes into account any changes in need levels by altering care practice and securing professional medical and family advice.

Recent assessments of young people's strengths and care objectives are in evidence. Pupil involvement in school planning is developed through the school council. Contact between school and home is good and parents feel involved in the school's care of their children.

The school leadership team consistently monitors the quality of the residential special education provided to the resident pupils in Hebden Green School. This group proactively promote development within the residential service and have consistently addressed all the advisory recommendations made by CSCI in the past.

What has improved since the last inspection?

Formal supervision systems for care staff are in evidence and recorded as required.

Health and safety checks on cold and hot water storage have been completed to meet the standards.

The school has introduced consultation meetings with the resident young people, to share their views and ideas for the residential provision. The local authority has completed an independent audit of the child protection protocols in school, which were assessed as robust and worth sharing with other residential special education providers within the county.

The local authority's looked after child teacher and the authority's co-ordinator for child protection have completed a consultation exercise with students and their families regarding the receipt of a residential service. This project has been published as research data, which supports the research based practice ethos within the school.

What they could do better:

Bed spaces could be personalised for the occupant. The school must ensure that personnel records include details of two written references and that their induction programme for childcare staff includes the core standards for childcare staff developed by the Children's Workforce Development Council.

The school must ensure that 80% of the childcare staff are qualified to NVQ level three or equivalent. The local authority as the employer, must consider the registration of childcare associates with the General Social Care Council.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Achieving Economic Wellbeing

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Being Healthy

The intended outcomes for these standards are:

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

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

14 and 15.

The school promotes healthy lifestyles for resident young people providing balanced diets, exercise opportunities and healthcare education.

A positive level of multi-disciplinary healthcare is provided, which encompasses children's physical health and social and emotional needs.

Trained school nursing staff administer daily medication.

EVIDENCE:

Young people are provided with educational programmes relating to smoking, alcohol and substance abuse and relationship and sex education; having access to independent listeners and advice lines.

The school maintains a record of each student's medical history and obtains parental written agreement for emergency treatment. Suitable records of medication administration are in evidence.

Accident/incident forms are appropriately maintained and a suitable number of care staff are qualified in First Aid. Young people who require intrusive medical treatment in an emergency receive suitable healthcare from the school nursing team or the local Accident and Emergency department. The school nursing team were observed responding appropriately to individual healthcare needs and there is documentary evidence of the healthcare advice they provide to the care staff in school. This team are responsible for administering prescribed medication to resident children. The records of which were complete upon inspection and the medication stocks are securely stored within a medicine trolley.

Specialist healthcare programmes include well planned physiotherapy sessions. The physiotherapists oversee the pupils' use of mobility aids and adaptations and were seen to run a busy and well organised service to the students.

Young people are encouraged and enabled to eat healthily and to drink water at regular intervals in and out of class. Care staff receive detailed instructions regarding feeding protocols from the speech and language therapist, in relation to those individuals who need staff support to eat. These programmes were followed sensitively in practice by trained carers.

An external contractor provides the meal service and there is evidence of the provision of specialist diets according to the needs of young people. The catering manager ensures that there is a choice of a main meal or jacket potato with a filling within the two course evening meal. The post holder maintains a highly organised catering service to the young people, and the catering employers have awarded the school catering team an award for their effectiveness. The resident young people eat their meals within the residential lounge/diners, which provide suitable facilities maintained in a domestic style.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

3, 4, 5, 6, 10, 26 and 27.

The school safeguards young people through suitable screening and monitoring procedures for all school staff and visitors.

The school leadership team liaises closely with young people, parents and school staff in managing and reducing the risks presented by bullying and challenging behaviour.

There are suitable health and safety procedures in place, internal action has been completed following a health and safety audit within school.

EVIDENCE:

The school maintains a suitable anti-bullying policy. The resident students were seen to be relaxed with and supportive of their peers.

The national Childline telephone number is provided for students' use and an independent listener provides services to the school. The inspector spoke to the independent listener, who values her role in school and said that she is beginning to build links with the children and to get to know them individually.

The care staff keep personal records within lockable facilities and were aware that they couldn't promise confidentiality to pupils disclosing issues relating to child protection. The school's child protection policy refers care staff to the appropriate personnel within school to deal with child protection issues, and instructs staff to maintain clear records.

Positive behaviour is commended and young people were observed taking an active part in school tasks; including the distribution of class registers and chairing the residential pupil's forum.

The young people referred to appropriate behaviour management strategies being in use within the school, which includes distraction to an alternative activity and staff advice to help individuals to manage their own behaviour. The school's behaviour management policy refers to prohibited sanctions and those that are permitted for use.

The students' and parents' handbooks include details of the complaints procedure for school.

The staff were observed addressing continence programmes sensitively and personal care programmes are always completed by two members of care staff. Care associates use separate toilet facilities from students.

Authorised visitors to school are monitored through reception and are easily identified with visitor badges. The school's visitors record was complete upon inspection.

The school entrance is protected by a security system, where reception staff can allow access to visitors. The school site is secured at dusk with a gate where any visitors have to identify themselves to residential staff.

The school maintains a robust procedure for obtaining and renewing criminal record bureau clearance checks for all school staff at enhanced level. The school's process for securing references needs attention, to ensure that all employees have two written references within their personnel records. Four personnel records were inspected and one file contained no evidence of references for the employee (see recommendation 1).

There is evidence of a fire safety risk assessment for the premises and individual risk assessments for moving and handling procedures with young people. There is evidence of service records for the mobile and ceiling track hoists in use within school. Staff referred to the receipt of training and regular updates regarding moving and handling, to help keep young people safe. A recent external Health and Safety audit within school, referred to the provision of suitably stocked first aid boxes and first aid trained staff in school.

Suitable systems are in place for the control of hazardous substances and for the testing of portable appliances.

There is written evidence of a service report in relation to the hot and cold water storage arrangements within school.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13 and 22.

The young people are enabled and encouraged to attend and enjoy their academic and activity clubs and to achieve highly.

Pupils take a full part in a wide range of activities that are aimed primarily at developing their personal and social skills, and their enjoyment of learning.

EVIDENCE:

The local authority's survey into the children's views of their residential service, indicated that the young people value the overnight stay as it reduces the time that they spend in transport to school from home. A journey lasting up to ninety minutes in some cases, at both ends of the day. During the inspection the care staff helped young people to prepare suitably for the school day. There is evidence of consistent care management guidance for staff across class and care provision.

Leisure activities provided for young people include; computers; television; video; music; books and magazines; table top activities; and electronic games. A number of resident young people made use of the pool table during their leisure time, which had been funded by money raising projects in school.

A programme of leisure clubs runs within school, at lunch breaks and after school. The young people find these activities very enjoyable and commended the sports clubs in particular. The co-ordinator for the club programme visited the resident pupils' forum, held during the visit, to gather ideas for further clubs and activities. The level of feedback from the group was very high and indicative of the young people's involvement in school plans and developments.

Individual young people are working towards modules of social skill competence, linked to the Award Scheme Development Accreditation Network (ASDAN). This programme is accredited nationally and provides students with a record of their achievements at the end of their school career. There was evidence during the inspection, of individuals working towards personal daily living targets as part of this programme.

The sampled personal records for young people, provided evidence of individual support programmes in relation to speech and language therapy, physiotherapy, moving and handling, care management programmes and risk assessments for moving and handling. Young people nearing the end of their school placement receive career advice and support from the Connexions service.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 17 and 20.

The resident young people are encouraged to participate in decision making forums and feel supported in putting their views forward.

The responding parents feel closely involved and consulted regarding their child's residential programme.

EVIDENCE:

There is evidence that the young people are invited to share their views regarding residential practice and that their views are taken into account. Evidence includes DVD accounts of students' discussion forums and verbal accounts of school council meetings. The school has developed a pupil's discussion forum within the residential service to share ideas and school plans. The care staff were seen addressing each young person as an individual and were familiar with each child's preferred method of communication.

The sampled personal records for young people, provided evidence of individual support programmes in relation to nursing needs, speech and language therapy, physiotherapy, moving and handling, care management programmes and risk assessments for moving and handling. The resident young people choose their own targets for progress within their social skills or daily living skills, which clearly link to their Statement of Special Educational Needs. The school maintains records of each child's annual review of the statement document. This meeting involves all relevant parties and each young person shares their views during the meeting or within interviews prior to the review meeting.

Responding students referred to being able to share their worries and concerns with their peers; parents; the teaching and care staff; and the Head Teacher. Resident children can contact their parents, mainly through telephone calls either into or out of school. There is a pay-phone unit for students' use. Responding parents advised that they are made to feel very welcome when visiting the school and are regularly consulted regarding the care provided to their child.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

24 and 25.

The young people make good use of their accommodation, which is of a very high standard. The level of personalisation within individual bed spaces is an area for development. The school has made improvements to the hydrotherapy pool and has developed a garden of reflection.

The high number of bathrooms and the personal care practice within school, means that young people's privacy and dignity is respected and promoted.

EVIDENCE:

The accommodation provided for resident pupils is homely and domestic in style. The level of heating, ventilation and hygiene is suitably maintained within all areas. All of the areas are adapted for wheelchair users, there is a well maintained ceiling track system and specialist bed units are provided for some pupils. The communal lounges provide kitchen/dining facilities and are comfortable to use. Because of the different groups of residents each night the level of personalisation within bed spaces, where the area is decorated to the taste of the occupant, is low. The Head of Care acknowledges this issue and has some plans to address personalisation with the pupils (see recommendation 2).

A high number of bedrooms provide en-suite bathrooms with specialist baths or shower facilities. The school's personal care policy is for two childcare associates to support young people with personal care, this policy was followed in practice. The use of screens within shared bedrooms increases the level of privacy provided for students. Care staff were seen to address continence and personal care programmes with sensitivity and respect. There are separate toilet facilities for staff and visitors. Sleep in staff and managers use separate accommodation within the school campus, with suitable on-call systems in place.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

19, 29, 31 and 33.

The school leadership team provides a clear vision for the service and prioritises developmental areas and projects. The Deputy Head Teacher and the Head of Care ensure that the residential service is co-ordinated for each child. Systems are in place to monitor care practice against quality outcomes for young people.

The induction and training of staff is a priority for school, the inclusion of the core standards for childcare staff developed by the Children's Workforce Development Council would enhance their training programmes.

EVIDENCE:

The care staff demonstrated a clear accountability to the Head and Governors of school, when interviewed during the inspection. The Head Of School provides clear leadership through the use of school development plans and conducting school self evaluation formats jointly with the school leadership team members and school governors. This information is routinely shared with care staff and reviewed regularly, which promotes a positive level of childcare and provides regular improvements within care practice.

There is written evidence of internal induction training programmes for new staff. The inclusion of the core standards for childcare staff, as developed by the new Children's Workforce Development Council, would enhance this induction programme (see recommendation 3). Individual training needs after induction, are identified through an annual appraisal programme.

The Head of Care is suitably qualified and experienced for the role, and care staff, students and parents find the post holder both approachable and effective.

A positive 70% of the current care staff team are qualified to NVQ level three or equivalent, where the qualified threshold is 80% (see recommendation 4). Changes to funding agreements for candidates have affected the school's ability to nominate staff for NVQ training programmes.

The care staff receive regular information sessions from speakers at their staff meetings. The Head of Care and the Senior Care Associate have completed level two Child Protection training with the local authority, which is good practice.

Sound systems are in place in relation to appraisal and formal supervision for all care staff members. The local authority who employ the childcare associates need to consider the registration of this group of staff, with the General Social Care Council (see recommendation 5).

School records relating to visitors; accidents; incidents and risk assessments are in order.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	4

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	x
8	x
10	3
26	3
27	2

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	x
21	x
23	x
24	3
25	4

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	x
18	x
19	3
28	x
29	3
30	x
31	2
32	x
33	4

NO

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action
1	RS27	The school must ensure that personnel records include details of two written references.	01/06/06
2	RS24	The school should ensure that bed spaces are personalised for the occupant.	01/07/06
3	RS29	The school should include the core standards for childcare staff developed by the Children's Workforce Development Council, within their induction programme for childcare staff.	01/09/06
4	RS31	The school must ensure that 80% of the childcare staff are qualified to NVQ level three or equivalent.	01/12/06
5	RS31	The local authority must consider the registration of childcare associates with the General Social Care Council.	01/12/06

Commission for Social Care Inspection

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