



Making Social Care  
Better for People

# inspection report

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

## **Linden Lodge School**

61 Princes Way

London

SW19 6JB

18th, 19th and 21st January 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.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Linden Lodge School

**Address**

61 Princes Way, London, SW19 6JB

**Tel No:**

020 8788 0107

**Fax No:**

020 8780 2712

**Email Address:**

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

Mr Roger Legate

**Name of Head**

Mr Roger Legate

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

18/11/03
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<b>Date of Inspection Visit</b>		18th January 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Janet Pitt	071708
<b>Name of CSCI Inspector</b>	<b>2</b>	Emma Dove	071717
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mr Roger Legate and Ms Angie Thompson	

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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 Linden 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**

Linden Lodge is Residential Special School for children who have visual impairment and who may have specialist learning needs and/or physical disabilities.

The school provides accommodation for up to forty-four boarders during term time in three residential units: School House, North House and Clevedon. Clevedon House is, situated a short walk away from the main school where School House and North House are situated. Accommodation is provided in shared rooms for up to four children.

The school at the time of inspection was having a new building for residential purposes built. The new unit will house children from Clevedon and North House initially, when it is completed.

The swimming pool was in the process of being refurbished to provide swimming and hydrotherapy facilities.

The school has a ball pool, sensory room, music room and an extensive library with books available in large print, Braille, Moon and picture symbol books and audio tapes.

Linden lodge is situated close to local shops, public transport and leisure facilities.

Boarders are admitted from the age of five up to eighteen years.

For the purposes of the report the children will be referred to as young people.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

Linden Lodge ethos is to promote independence and meet the young people's educational and welfare needs.

Linden Lodge operates a twenty-four hour curriculum, this was evident during the inspection. All staff and young people met during the inspection were welcoming.

There was good evidence of communication between Linden Lodge and parents of the young people. Surveys received and comments from parents supported this.

Young people have choice and are able to develop their independent living skills in a supported environment.

Linden Lodge benefits from a supportive and open management team. The governors of the school offer consistent support.

Staff showed a high level of commitment and knowledge of young peoples' individual needs.

Linden Lodge offers a wide variety of activities both on and off site.

There are satisfactory policies and procedures in place to underpin practice and staff are routinely informed of changes to policies. Appropriate training is offered to staff and areas such as bullying and child protection issues have clear procedures.

Young people spoken with and surveyed during the inspection made positive comments about the care they receive.

Linden Lodge has a policy of promoting positive behaviour, which assists consistency of staff approach.

Transition plans are in place for young people who will be leaving the service and there was evidence in all documentation, relating to young people, of parental, staff and young people involvement in the formation of these plans.

Young people are able to maintain contact with parents and significant others.

Linden Lodge provides an appropriate balance between activity and private time out of school hours.

## **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

Privacy is generally respected at Linden Lodge, but staff must ensure this issue is paramount when giving personal care. There are good support systems in place for staff, but staff must ensure that all young people are treated with respect, even when presenting challenging behaviour. It is recommended that consideration is given to increasing supervision of staff whilst building works and changes are occurring.

Linden Lodge has a clear complaints procedure in place and eighty percent of parents surveyed or spoken with are aware of how to make a complaint, but some parents were unaware of the procedure.

Communication is good within Linden lodge and with parents and professionals involved in young peoples' care. However, the inspectors received comments from two parents that they would like to be informed if a keyworker or 'one to one' carer changes.

Linden Lodge benefits from a school nurse and professionals allied to health that are involved in the welfare of the young people. Health care plans were examined and require reviewing to ensure clarity of information. It is recommended that consideration be given to amalgamating all documentation relating to young people to ensure that information is readily available for those involved in caring for the young people.

Comments on food provided ranged from very good to adequate, that parents commented that sometimes young people seemed to be hungry, particularly teenagers. It is recommended that a survey is undertaken of food choice and the menu reflects food choices available.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

Linden Lodge was at the time of inspection having major building works undertaken, to provide more appropriate residential provision for young people. This has involved change, which all staff have responded to in a positive manner, whilst ensuring that the needs of the young people accommodated are met.

There are good systems in place for supporting staff and provision of staff training.

Documentation relating to young people was noted to reflect assessed needs, and confirmed in practice.

Accommodation provided was satisfactory, and attention had been paid to meeting special needs of young people.

Independent living skills are afforded a high priority and young people are encouraged to develop to their full potential.

Linden Lodge continues to evolve to meet the complex needs of the young people accommodated.





**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	
1	RS3	It is recommended that staff at Linden Lodge are aware of protection the young peoples' privacy when carrying out personal care.	30/04/05
2	RS4	It is recommended that all parents of young people who board receive a copy of the complaints procedure.	30/04/05
3	RS9	It is recommended that all staff treat all young people with respect.	30/04/05
4	RS14	It is recommended that health care plans are written with clear instructions and language appropriate to the reader.  It is recommended that health care policies are reviewed and clarified.	30/04/05
5		It is recommended that a survey is carried out of young peoples' food choices, in order that the menu offered reflects young peoples' choice. The published menu must detail the food choice.	30/04/05
		It is recommended that placement plans detail legal status of the young people.  It is recommended that staff details, for new employees are maintained as required in the Standard.	30/04/05
		It is recommended that parents are informed of changes in keyworkers and one to one' carers.	30/04/05

## 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	RS14	It is recommended that records of all health professionals are amalgamated or 'pen portraits' of young people developed further and implemented.  It is recommended that same gender care is available whenever possible.
2	RS29	It is recommended that induction programmes are adhered to.
3	RS30	It is recommended that staff supervision is increased whilst the building works are completed and consideration is given to setting up a staff forum.

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	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
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	NO
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	18/1/05
Time of Inspection	10:15
Duration Of Inspection (hrs.)	50
Number of Inspector Days spent on site	6

**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?	3
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An up to date Statement of Purpose was available at the school. The Statement of Purpose contains the mission statement, aims and objectives of the school and facilities available to the young people. The Statement of Purpose also contains detailed information on staffing provision within the school and residential facilities. Details of staff qualifications and experience are set out within the Statement of Purpose.

The Statement of Purpose is supplemented by a brochure which summaries the Statement of Purpose and includes observations made by young people at the school. The brochure has details of admission criteria, contact with parents and the specialist curriculum.

The information contained within both documents is comprehensive and can be made available in Braille for young people and others as required.

Comments from the nineteen staff surveys received indicated that the staff were aware of the ethos and aims of the school and reflected them in everyday practice. Comments such as 'caring and stimulating' were evident. 'Achieve/maintain the potential' of the young people was noted as a comment on ten of the surveys.

## 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?	3
<p>There is a school council, which meets every two weeks. Three of the young people spoken with during the inspection were keen to explain their roles within the council and viewed it as a valuable forum for the young people within the school and those accommodated. On eight of the staff surveys the school council was mentioned as forum for the young people to express their views.</p> <p>Parents spoken with during the course of the inspection, both by telephone, by survey and in person stated that they are involved in care reviews and consulted over decisions made. A keyworker system is in operation for the young people.</p> <p>The Headteacher and Head of Care stated that there is an 'open door' policy within the school, which allows young people to discuss any issues they have in confidence. The six young people surveys received indicated that there are people within the school ranging from the Head of Care, the Headteacher, key workers and other young people whom they could talk with if they had any concerns. Two young people spoken with during the course of the inspection indicated they were confident they could discuss issues with their keyworkers.</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?**

2

The young people's surveys indicated that their privacy was respected. Policy's are in place and detailed respecting young people's privacy when using bathroom facilities and telephone conversations. Four of the staff surveys indicated that they were aware of the need to knock on doors prior to entering bedrooms.

Files relating to young people were observed to be stored securely and access was limited as required.

The Headteacher stated that young people are able to access their files, but this is usually done with assistance, to ensure the young person understands the content of the information.

The inspector was concerned that whilst she was touring one of the unit's care was not taken by staff to ensure privacy and dignity of two young people who were preparing for bed. One young person had not been taken to a bathroom to have personal care carried out and another was not fully clothed. This issue was discussed with the Head of Care and Headteacher during the inspection. The incident occurred whilst another young person, who wished to show the inspector their room, which was a shared room, was showing the inspector around the unit.

**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?**

2

All young people's surveys indicated that they would know how to make a complaint. All of the staff surveys received indicated that a member of staff who receives a complaint from a young person would refer the concern to a line manager if they were unable to achieve a local resolution.

Two of the parents who returned surveys indicated that they were unaware of how to make a complaint. Three of the parent surveys indicated that they were unaware of how to make a complaint to the CSCI. It is recommended that this information is provided again to parents of young people in the residential accommodation.

However five of the surveys indicated that they had had no complaints and the six parents spoken with in person or on the telephone said they had had no complaints.

The school has a complaints policy available which is included within the Statement of Purpose and information given to prospective admissions and placing authority's. Copies of the complaints policies were observed to be available on the residential units.

**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

There are clear written procedures available for all staff in respect of allegations of abuse and child protection. The policy also includes details of how staff members should be treated when there is an allegation of abuse against them; this reflects current guidance relating to false accusations.

The pre inspection survey indicated that staff receive training on child protection, this was confirmed by staff surveys. Four of the staff surveys stated that child protection policies were important to the school.

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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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There is an anti bullying policy in place, which describes procedures to be followed. The procedures are clearly and comprehensively detailed. The Headteacher stated that bullying is not an issue and all the young people’s surveys confirmed this. There is a shortened version of the policy displayed around the school and residential units. Four members of staff indicated that they thought that the policy on bullying was an important statement.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	<b>0</b>	<b>%</b>
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**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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At the time of inspection there were no significant events in relation to the protection of children. There is a system in place for reporting such incidents to the CSCI. All staff members indicated an awareness of the procedures on their surveys. The four designated child protection officers demonstrated awareness of their responsibilities.

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

- |  |          |
|--|----------|
| • <b>conduct by member of staff indicating unsuitability to work with children</b> | <b>0</b> |
| • <b>serious harm to a child</b>   | <b>0</b> |
| • <b>serious illness or accident of a child</b>                                    | <b>0</b> |
| • <b>serious incident requiring police to be called</b>                            | <b>0</b> |

<b>Standard 8 (8.1 - 8.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The Headteacher and Head of Care reported that unauthorised absences are not an issue at Linden Lodge.</p> <p>The premises and the grounds are secure and there are protocols in place for young people who wish to leave the school environment. Security arrangements are in place in the residential units to prevent unauthorised visitors.</p> <p>Linden Lodge has a high number of authorised absences due to the health needs of young people accommodated.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>0</b>

## 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?	2
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Young people surveyed did not report any issues with members of residential staff.

Comments from the surveys included 'the staff are great', they 'do their best to support you' and staff are 'helpful and kind'.

However one inspector witnessed a member of staff telling a young person who was taking their coat off in cold weather, in the playground, to 'stop it' and 'put it on, don't be ridiculous, silly'. The inspector was not certain whether the member of staff was a teacher or part of the residential staff team.

The inspector is aware of the complex needs and challenging behaviour of the young people, which can cause frustration in staff, but this must not be evident to the young people and does not respect the young person.

The inspector raised this with the Headteacher and Head of Care and explained her concerns and the fact that two other members of staff were nearby and did not offer support or guidance. The inspector noted that after five minutes the attitude has changed and the young person was asked to 'pull their coat up, please', but does not know if this was because the member of staff had become aware the inspector was nearby.

The inspectors observed positive interactions between residential staff and young people whilst spending time on the individual units. The units benefit from a consistent core staff team.

Expectations on behaviour of both staff and young people are made clear on commencing employment and admission to Linden Lodge.

**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

Linden Lodge has a policy on behaviour management. This was examined, the policy promotes positive behaviour. The Head of Care stated that positive behaviours by young people are rewarded with praise. If there are episodes of behaviour, which are not acceptable, then this is explained to the young person. In extreme cases a reactive care plan is developed and agreed between all members of staff whether teaching or residential, to ensure a consistent approach.

Sanctions are rarely used, but if they are required then 'time out' or missing an activity are used. The young people indicated on their survey that they did not think this was unfair.

Parents spoken with and surveyed did not raise any issues with discipline.

Staff receive training in behaviour management.

## 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?	3
<p>The Head of Care informed the inspectors that admissions are planned. This is achieved using a multi-disciplinary approach in conjunction with the Local Education Authority. Potential young people are provided with information on the school and residential unit. Parents spoken with stated that they are invited to visit if they are able. Transition plans are commenced at age fourteen and one parent spoken with informed the inspector that two visits had already been made to the college their young person is hoping to attend. Two young people spoken with confirmed that they had made visits to the college they hope to attend.</p> <p>The Head of Care stated that a past pupil day is held in order that staff are able to keep in contact with young people who have gone to college and visits are made by staff to colleges where young people have gone to offer support.</p> <p>The staff questionnaires and parent questionnaires indicated that reviews are held in line with current guidance.</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 Headteacher and Head of Care informed the inspectors that Linden Lodge have a twenty four hour curriculum which covers both academic and life skills. This is due to the fact that some young people require more emphasis to be placed on daily living skills to promote their independence. One inspector spoke with a teacher who stated that independent living skills were reinforced during the school day. Residential staff assist the young people with homework. Four teachers spoken with informed the inspector that residential staff assist in the classroom for example with literacy and the teachers are able to speak with residential staff if they have any concern.

One staff questionnaire received from a teacher stated that 'residential staff ...are committed, caring, fair, professional, experienced, honest and very hard working individuals....very easy to work with.'

**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?**

4

The surveys received from young people and staff indicated that a wide range of activities are offered at Linden Lodge. These include sporting activities, such as cricket and football. Themed social evenings, outings to the theatre, ice-skating, bowling, art and craft, shopping and Scouts.

On the second evening of the inspection young people from Clevedon attended a local youth group.

Two young people commented that due to the building works they have missed the football pitch, but there have been trips organised to play football off site.

The Headteacher informed the inspectors that comprehensive risk assessments are undertaken when taking young people off site or on the annual outward-bound holiday.

On touring the residential units the inspectors observed age appropriate toys games and DVD's for the young people.



**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**

Linden Lodge benefits from having a school nurse available. Policies and procedures relating to specific health needs and medication were examined. The policies contained information on insurance and indemnity. This section needs to be removed and placed at the front of the policies, as it was confusing for the inspector to understand the context of the policy in relation to the health needs it offered guidance on. Health care plans were in place for young people that required them, the plans dealt with issues such as the need for emergency intervention for young people with endocrine disorders, administration of rectal diazepam and administration of medicines. The health care plans contained medical terminology, which may not be immediately understandable to persons with no medical knowledge. It is recommended that the health care plans are written in clear terms and contain specific instructions. The nurse informed the inspector that staff receive training on administering medicines and rectal diazepam and there are emergency packs available to be taken on outings and trips. The inspector noted that there is a card index of specific health needs for young people, which is a good reference aid. The inspector spoke with the therapy team, which consists of physiotherapists, speech and language therapists and occupational therapists. The therapists stated that they work together as a team with residential staff and the school nurse. However, the inspector recommends that consideration is given to amalgamating health professionals records into one format or further implementation of 'pen portraits' detailing health and educational needs, to give staff a fuller picture of young peoples' needs. The therapists indicated that they were involved in reviews of young people. There are consent forms from parents in place for the administration of medicines. Medicines were noted to be stored securely and adequate records maintained. Parents are responsible for organising

The inspector discussed with the school nurse the policy on intimate care, this requires reviewing giving specific detail.

The inspector also discussed an incident relayed by a young person when there was no member of staff of the same gender available for a school outing. The young person was criticised for taking too long to use the toilet. The nurse stated that normally same gender care would be available. This incident was discussed at the inspection feedback session and the inspector stated that when young ladies required more time in the toilet then it should not be commented upon, as it is embarrassing for a young person who needs time to deal with an intimate care need.

**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?**

2

Surveys received from the young people indicated that two thought the food was very good; one stated the food was usually good and three stated that food was average. The inspectors took lunch and supper with the young people on the first day of inspection. Portion size was adequate, but the inspectors are concerned that it was not sufficient quantity for teenage young people. Two parents spoken with commented that their young people complained about the portion size and were 'always hungry' and tended to fill up on snacks. The menu was examined and the inspectors were concerned to see the menu choice for supper one evening was 'stuff from the freezer'. A vegetarian option was available for those who required it, although two young people spoken with stated that they did not always like the vegetarian option, but were unable to eat the meat due to religious beliefs. The menu choices were adequate, but lacked imagination. The supper on the first evening was hotdog, which could have been, complemented with a salad and potato wedges.

The inspectors suggested at the feedback session that a survey should be undertaken via the school council to allow young peoples views to be gained.

Breakfast is taken on two of the units; young people from the other unit eat in the dining room. Staff take meals with the young people and assistance was seen to be given in an appropriate manner. The young people are encouraged to participate in clearing the table after meals.

The inspectors were invited to supper at Clevedon on the second evening of the inspection. At Clevedon the young people take it in turns to prepare and cook a meal each evening. The inspectors would like to thank the young people for the time and effort they made to produce a tasty meal. In Clevedon each Friday morning the young people choose what they would like for breakfast such as bacon sandwiches, donut or croissants. This is a good idea and should be extended across all the residential units.

Parents spoken with stated that they had been invited to take a meal at Clevedon.

Environmental Health visited on the first day of inspection, the officer recommended a formal hazard analysis to be undertaken. The chef reported that she is due to undertake formal hazard analysis training.

**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

Young people wear school uniform during the day and are able to change into their own choice of clothing in the evenings. There are supplies of toiletries available on each unit, in case a young person has not brought such items from home. Pocket money is provided by parents and kept securely within the units. Young people who live in Clevedon are able to go shopping unaccompanied, to designated local shops, following risk assessments and with travel contracts in place. On the second evening of the inspection the inspectors spent time at Clevedon, which has a tuck shop once a week. The young people have their own wardrobe and space for personal possessions within their rooms.

## 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
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Five placement plans were inspected. The inspectors were able to 'case track' three of the young people. This involved discussion with their parents, keyworkers and other staff involved in their care, as well as to the young people themselves.

Placement plans are kept in the units and there is a record room for archived records.

The placement plans indicated that young people were involving in the process. As previously mentioned, parents and staff are involved as required. However on all the plans inspected there was no evidence of input from specialists. The inspectors are aware that separate professional records are maintained for this purpose, but it is recommended that input from dieticians, speech and language therapists and other health professionals is held in the placement plan.

The young people are set objectives which are reviewed according to need, therefore the timescale for review could be six months or could be once a year. The objectives detail care required.

A keyworker system is in operation and two young people confirmed that they are consulted over a change of keyworker.

The plans detail communication methods and the young people are able to access their plans.

The inspectors were informed by the Headteacher and Deputy Head that 'pen portraits' are to be implemented, which give an overview of educational and care requirements.

PowerPoint presentations of reviews can be made which two parents commented that this was 'excellent'.

The inspector highlighted the need for contact arrangements with young people's families or significant others to be included within the placement plan.

**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 young people's files examined contained the name, date of birth, religion, racial, cultural and linguistic background. There are emergency contact details for parents and details of the placing authority. All entries examined were signed and dated by staff.

A policy relating to young people's access to files was available and this stated that the young people are able to access files and are supervised, in order that there is someone available to explain entries.

**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?**

2

All records required by the Standard were available at Linden Lodge. Records relating to the young people were seen to be satisfactory, apart from detailing legal status.

Three staff files were examined. Two files contained proof of identity and copies of passports. Two files contained references, job descriptions and contracts. All three files contained evidence of CRB checks. Only one file contained evidence of training undertaken. The inspector discussed the staff files with the Business Manager and it was agreed that all new staff would have information as required in the Standard. The inspector provided the Business Manager with a checklist for reference.

Published duty rotas, diary of events, menus and visitors book were available for inspection and noted to be maintained.

**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?**

2

Residential staff stated that they contact parents as required. All parents spoken with and who responded to the survey indicated that they are able to maintain telephone contact with the young people. Those parents whose young people used home/school diaries found the system useful. All parents stated that they are kept informed of significant events. Young people who responded to the survey indicated that they were able to maintain contact with their families and friends. Parents are able to visit during the school week if necessary. One parent commented that they wished to be informed of changes in keyworkers and 'one to one' carers.

**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

As stated previously Transition plans are developed. From the evidence gathered throughout the inspection it is evident that focus on life skill is paramount and young people who board are offered opportunities to develop and maintain independent living skills.

**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?**

3

The inspectors observed during the inspection and from the care plans that individualised support is given as required. There is input from other health professionals and specialists as required by the young peoples care and education needs.

The student council is an integral part of the school and residences and the young people, who are on the council, take their responsibilities seriously and were proud that they were representing all young people.

Individual communication needs are met. The Headteacher and Head of Care discussed with the inspectors the changing needs and more complex needs of the young people as a process for developing the service in order that an appropriate response is achieved.

Young people surveyed indicated that they are able to talk with staff about any concerns they might have.

## 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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Linden Lodge is in a residential part of Wandsworth, close to local shops, public transport and leisure facilities.

There are three residential units and all members of Linden Lodge are looking forward to the new residential block being finished and opened. The current accommodation was inspected. Attention has been paid to colour and layout of the rooms. Soft furnishings had also been chosen with care to allow development of touch. All young peoples rooms had evidence of personal possessions. Clevedon provided the most homely atmosphere, as it is a separate house. The Headteacher and Head of Care discussed with the inspectors the unsuitability of some areas of the residences for young people who require wheelchairs and it is anticipated that these issues will be resolved with the opening of the new unit.

There have been issues with the fire officers giving conflicting advice relating to fire safety within the school and the residential units. The CSCI has written to the fire officers for clarity. The Headteacher demonstrated awareness of the need to ensure fire safety and has responded positively in the past to professional advice given.

There are entry and exit codes on doors as security measures.

**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**

All residential units were decorated and maintained to a reasonable standard. The current residential accommodation is only used by young people who board at the school. Young people have personalised their rooms with posters, photographs and personal items. Each young person has their own wardrobe and storage space. There are designated sleep in rooms for staff. Young people who were showing the inspectors around the units were aware of where these rooms are situated.

**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 have been no changes to the number of toilets, baths and showers available for young peoples use since the previous inspection, when this aspect of the Standard was met. Issues with the hot water being too hot from the previous inspection are being monitored and there is capital expenditure due in 2005/6 to install thermostatic valves. The Headteacher informed the inspector that temperatures of hot water are checked and recorded. Records were available for inspection in residential units.

**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?****3**

One inspector met with the site manager and viewed maintenance records. Gas and electrical equipment is routinely checked and maintained. Records relating to fire alarm tests and fire drills were up to date. Risk assessments covering premises, outings, site security and intruders were in place and seen to be satisfactory. Linden Lodge has four designated fire marshals and all staff have recently undertaken fire training. Linden Lodge currently has four fire alarm systems in use and the designated fire wardens when spoken with were aware of their responsibilities. During the first day of inspection a fire drill was carried out, due to a fire alarm in the dining block. This was due to a fire alarm being set off and all staff and young people were evacuated appropriately. Warning notices are in place over low doorframes as recommended at the previous inspection.



## 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?

2

See comments under Standard 19 for information relating to staff files.

Total number of care staff:

X

Number of care staff who left in last 12 months:

X

**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?**

4

During the period of inspection there were adequate numbers of staff available to meet the young peoples' needs. The Head of Care and Headteacher explained issues that have occurred over the past six months relating to continuity of staff. Due to a Head of Care joining, then leaving Linden Lodge after a short period of time, members of staff have taken acting positions to ensure that there is a senior residential social worker available at all times. Linden Lodge has aimed to maintain continuity but this has not been achieved. There have also been issues with two members of staff requiring long term sick leave. It is the inspectors' opinion that the Head of Care and the Headteacher have demonstrated a positive approach to dealing with staffing issues. The staff team have coped well with the demands placed on them and it was apparent from the staff surveys that teamwork and supportive line management are important to the working environment and this is in place at Linden Lodge.

Records are maintained of staff working hours.

All staff are looking forward to the new unit being functional and are aware that more changes will happen, but are viewing this in a positive manner.

**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?**

2

Linden Lodge has a detailed induction programme in place for new staff. This was confirmed in staff surveys, however one comment was that due to staffing issues (detailed in the above Standard), it was not always possible to release staff to meet with other professionals.

Three comments from staff surveys indicated that staff would like more training in using hoists.

Staff have access to relevant training days and courses, such as Braille, Makaton, first aid and fire training. A course in Working with Children with Profound Disabilities and Sensory Impairment at Manchester University is currently being undertaken by one member of staff. Surveys received from staff indicated that training in Child Protection is provided.

**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?**

2

A formal supervision structure is in place for staff. Residential staff received supervision twice a term, once with the Head of Care and once with their senior residential social worker. One staff survey suggested that supervision is increased to three times per term. This was discussed at the feedback session and the inspectors recommend that supervision is increase whilst changes are occurring at Linden Lodge and consideration is given to implementing a residential staff forum, for views to be aired, as this was another suggestion from the staff surveys.

The Statement of Purpose details the lines of accountability within the school and residential survey and all the staff surveys indicated that they would take any concerns or complaints to their line manager.

The Headteacher maintains contact with two Headteachers' from other Residential Special Schools, for support and development.

Meetings such as a whole school meeting take place routinely and are recorded.

All staff surveys indicated that they have access to policies and procedures and were informed when these were updated.

## 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?**

4

The senior management team have an 'open door' policy, which is reflected, in the surveys received. The inspector was informed by the Business Manager that the newest recruit to the staff team joined five years ago and many of the staff have been in post for over ten years. Details of staff experience and qualifications are in the Statement of Purpose and indicate that staff have appropriate experience and training.

There is appropriate time allocated for handovers, supervision and training.

The inspectors were able to meet with three members of the Board of Governors, who demonstrated a proactive and positive approach to their responsibilities. The three members were part of a sub-committee (Childcare Committee) whose main responsibility is to assess and review issues in relation to practice within the boarding side of the school. Visits are made unannounced to each residential unit and a report with recommendations is produced, the recommendations were seen to be acted upon.

The Statement of Purpose emphasised the ethos of the school as being inclusive and promotion of independence, whilst recognising that the young people have a right to be themselves. This was evident in the interactions seen between residential staff and the young people. Young people receive care according to their individual needs.

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

X %

**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 budget for Linden Lodge is devolved from Wandsworth Borough Council. The Headteacher informed the inspectors that a financial audit had been undertaken and this was satisfactory. Linden Lodge works within the 'Best Value' Guidance and stated that due to the increasing number of young people with physical disabilities and an increase in complex needs funding should be reviewed to ensure that Linden Lodge could continue to meet individual needs of young people who are resident and/or attend the school. An annual review of Linden Lodge's boarding provision is produced and Governors receive a termly report from the Headteacher.

**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

Linden Lodge has an independent visitor who visits the service each half term. Records relating to these visits were available for inspection and it was noted that recommendations had been acted upon.

**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 <enter date(s) of inspection here> 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

Comments were received from the provider

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 10<sup>th</sup> 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

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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 \_\_\_\_\_ 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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