



Champions for
Social Care
Improvement

inspection report

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

Treloar School

Froyle

Alton

Hampshire

GU34 4LA

2nd February 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Treloar School

Address

Froyle, Alton, Hampshire, GU34 4LA

Tel No:

01420 526400

Fax No:

Email Address:

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

Treloar Trust

Name of Head

Mr Neil Clark

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

17-02-03

Date of Inspection Visit		2nd February 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Brian McQuoid	075696
Name of NCSC Inspector	2	Maureen Webb	
Name of NCSC Inspector	3	Fiona Armfield	
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Mr. Neil Clark	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Treloar 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

Treloar School is a non-maintained residential special school for young people aged 5-16 with physical disabilities. The school is registered with the DfES and provides boarding accommodation for young people aged 7-16 in five separate boarding houses. Students at the school come from across the country and the school has gained a national reputation for the work it does with students with a wide range of physical disabilities. The school site is extensive, there are a wide range of facilities and access for all students across the site is excellent. There is a medical centre at the school which is staffed at all times and a wide range of staff employed to enable the school to meet the needs of students. These include care staff, physiotherapists, occupational therapists, nurses, rehabilitation engineers, speech and language therapists, caterers and drivers. Since the previous inspection the school has replaced the old dining hall with new purpose-built dining facilities for all students and installed a multi-sensory room in one of the boarding houses that is also available to all students.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school is good at enabling individual students to maximise their potential in an environment that is well suited to their needs. Relationships with staff are good, student choice is promoted and students feel part of the school community. There are good relationships with parents, good inter-disciplinary communication and an extensive range of activities provided for students. There is excellent health-care provision and the new dining facilities are impressive, greatly improving the daily life for students.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school need to develop further the in-house provision enabling care staff to achieve NVQ Level 3, to raise the profile of the schools independent persons, and improve upon the recording of complaints received.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors concluded that Treloar School continues to provide a high standard of care for boarding students. Positive reports were obtained from students, parents and staff, which supported this view and reflected the good work carried out by a committed staff team. Students are happy to board at the school and feel well cared for.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

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

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

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

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations 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	Make available 'In Use' signs for WC/bathroom facilities, and ensure the procedures for the use of the facilities are known by students and staff.	02-02-04
2	RS3	Revise confidentiality guidelines to ensure only information pertaining to the individual concerned is placed on their file.	01-05-04
3	RS26	That the school review the security arrangements governing access to the boarding provision and take action accordingly to remedy any shortfalls	02-02-04

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	RS3	Ensure all students are aware of the availability of a key for their lockable bedside drawer.
2	RS3	Review the privacy afforded by telephone booths and take action where necessary.

3	RS3	Remind all staff that recording should be factual and not contain subjective language or supposition.
4	RS4	Ensure that all students are aware of the school's independent visitors and their role, and are provided with an opportunity to meet them.
5	RS4	That all recorded complaints contain a clear record of the actions taken and of the outcome.
6	RS14	That the school obtain parental permission for the administration of non-prescribed medication to students.
7	RS14	That parental permission is obtained for care staff to administer homeopathic remedies to individual students.
8	RS27	That the school include having sight of an agency worker's CRB check as part of the procedures for using agency staff.
9	RS31	That the school develop its in-house provision for NVQ Level 3 in order to achieve the 80% target for care staff as soon as possible.

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	NO
• Fire Service	NO
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO

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	NO
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	02-02-04
Time of Inspection	10:00 AM
Duration Of Inspection (hrs.)	53
Number of Inspector Days spent on site	5

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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
<p>The school has a clear 'Mission Statement' that describes the overall aim for students. Supporting documentation that is provided to prospective students and their parents is comprehensive. This includes an excellent prospectus that contains colourful photographs of students and staff in all areas of the school with written information alongside. There is currently no provision in this area for pupils unable to access written information and is an area for the school to develop.</p> <p>Relevant policies and procedures are also provided.</p>		

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

The school was found to be good at communicating with and seeking the views of both students and their parents. Observations, discussions with students, and returned questionnaires provided clear evidence to support this view. Students with communication difficulties were seen not to be disadvantaged in this process and are enabled to express their views. There are a number of forums where the views of students are sought including house meetings, food forum, and the school council which was reported by students to function effectively. Students at the school are given every opportunity to maximise their independence and there is a keen awareness amongst the group of their rights and how they should be cared for.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence

Standard met?

3

There are clear written guidelines for staff covering the areas of privacy and confidentiality and students reported that staff were duly respectful of their privacy. Screens are available and reported to be used in shared rooms to afford students privacy. A number of issues arose in respect of this standard and the school need to:

1. Ensure all students are aware of the availability of keys for their lockable bedside drawer.
2. Make available 'In Use' signs for WC/bathroom facilities, and ensure the procedures for the use of such is known by all students and staff.
3. Review the privacy afforded by telephone booths and take action where necessary.
4. Revise confidentiality guidelines to ensure only information pertaining to the individual concerned is placed on their file.
5. Remind all staff that recording should be factual and not contain subjective language or supposition.

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**

The school has a clear complaints procedure in place and students reported being aware of this and having someone they could go to with a concern/complaint. It was also reported by students that complaints are taken seriously and acted upon appropriately. The complaints leaflet and posters displayed contain the contact details of child-centred agencies external to the school and of the schools two independent visitors. A number of students were unaware of who the independent visitors were and this is an issued to be addressed. The school maintains a central log of complaints but the two recorded within the previous 12 months did not contain details of the outcomes and should do so.

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

2

Number of above complaints substantiated:

1

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

2

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 is a high level of awareness at the school of child protection as an issue (amongst students also) and staff displayed good knowledge of the school's policy and procedures. Appropriate training is provided for staff, there is a child protection officer who is appropriately trained externally and who keeps up to date with relevant legislation and practice and procedural issues.

There is also a good working relationships with the local Social Services department.

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

1

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence**Standard met?**

4

The school has a clear anti-bullying policy in place that was reported by students to be effective in practice. Incidents of bullying are rare within the school and are taken seriously when they occur. Students overwhelmingly reported feeling safe within the school.

Percentage of pupils reporting never or hardly ever being bullied

95 %

Standard 7 (7.1 - 7.7)

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

Key Findings and Evidence**Standard met?**

3

The school are aware of their responsibility in line with this standard and have acted accordingly.

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

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

1

0

0

1

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
The school have a policy in place that includes clear guidelines for staff in the event of a student going missing.		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
All the inspectors concluded from observations and discussions with students that there were excellent relationships between students and staff. There are suitable guidelines for staff in relation to their professional practice and there was no evidence from students that these were not being adhered to. Observations confirmed this and showed students to be treated with respect and as individuals. As far as possible students are able to choose who provides their personal care, but it was acknowledged that it is not always possible to achieve this.		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence	Standard met?	3
The school has a "whole school", behaviour policy in place that is positively framed and stresses the rewarding of students achievement and their positive behaviour. The school's rules and permissible sanctions are clearly stated and students were aware of these. Individual behaviour management plans are drawn up when necessary and staff are able to access specific training should a student exhibit continued challenging behaviour. The school is good at sharing and celebrating the success of students and their achievements.		

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

The school have clear and well established admissions and leaving processes for students. Both students and parents commented favourably on the pre-admission procedures. These include a visit to the school to view the facilities, and to meet with representatives from the different departments within the school. There is also the facility for the school's student support manager to visit the prospective students home if necessary, and a video of the school is available and used to support this process.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

3

An integral part of the care staff's role is to ensure young people are prepared appropriately and attend school on time throughout the day. On the whole this appears to be being achieved although there was some evidence that on occasions some students arrive late for the start of afternoon school.

There are regular multi-disciplinary meetings held involving care staff and there was good evidence from individual case records of care staff contributing at annual reviews for students. There are clear channels of communication throughout the school, including e-mail, that allows for the sharing of information between disciplines and there was evidence that these are used effectively.

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 school is extremely good at providing a wide range of activities for students to choose from and this was confirmed in discussions with students and returned questionnaires from both students and parents.

Activities range from energetic pursuits such as chair-football and swimming, to art and craft type activities, computers and relaxation therapy. A youth club is also held regularly, there are discos and a scout group meets weekly. Students are monitored for tiredness and do not take part in activities if overly tired.

There are regular trips out at weekends that include going shopping, to the cinema, bowling, ice-skating, and to eat out also. Field trips to France and Cornwall take place annually for specific year groups and the school frequently compete in national and international sporting events. One student is currently the national 'BOCCIA' champion.

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?****4**

The provision of health care is an integral and vital element at the school. The school has a medical centre that is equipped to a high standard and which provides 24 hour qualified nursing cover with good support from the school's doctor who visits regularly. Students are able to see either a male or female doctor and in private if they so wish. Boarding houses each have an allocated nurse who attends house staff meetings and there is good communication between the medical centre and the residential provision.

The school has clear procedures in place for the administration and storing of medication, staff are trained in first aid and have to undergo training before being able to deliver specific care procedures to individual students. Health promotion is addressed across the school via the PSE programme, healthy eating in the dining area and houses, and as part of individual care plans. Other health-related professionals (podiatrist, optometrist and dental hygienist) visit the school regularly to hold clinics and assist the school in satisfactorily addressing all of students health needs. The medical centre hold parental permission for students to receive treatment and parents are informed that the administration of any homeopathic remedies is the responsibility of care staff. The inspectors would recommend that parental permission is gained for the administration of non-prescribed medication and also for care staff to administer any homeopathic remedies supplied by a parent.

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?****4**

Purpose-built dining facilities that were under construction at the time of the previous inspection were seen to be in operation and to provide an environment specifically designed to meet the needs of students. The inspectors were very impressed with the facilities and enjoyed joining students for meals which were seen to be social occasions with sufficient time allowed for all students to finish eating. Students who have nil-by-mouth also share the social occasion, whilst those requiring assistance to eat receive appropriate support from trained staff or from the use of special aids. There are a range of options provided at mealtimes from which students can choose and a range of special dietary requirements are catered for with specialist input from a dietician and the medical centre where necessary. Cultural and religious dietary requirements are also provided. Catering staff are appropriately trained and there are annual external audits against the standards in addition to environmental health inspections which were seen to be up-to-date with no issues.

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**

Students confirmed that they are able to bring their own clothes and personal requisites into school, and are able to choose to wear their own clothes out of school times. There are regular opportunities at weekends for students to go shopping if they wish. Staff will also purchase items for students if requested. Some students bank their money at the school and withdraw it when necessary while others use their cash cards whilst out at the weekend. Records of transactions of students' monies are maintained appropriately.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

3

All students at the school have statements of special educational need identifying 'Treloar' School as the recommended placement. From the statement, which details the educational and non-educational provision necessary to meet the students' needs, the school draw up individual care and education plans addressing the identified needs. Prior to this process the school carries out a multi-disciplinary assessment to confirm that the school would be able to meet the presenting needs of the students. Care plans were seen to be in place for all students and to be compiled with the input of all relevant departments within the school. Risk assessments and behaviour management programmes were seen to be in place where necessary. Plans for students are individually tailored and monitored consistently with adjustments made if necessary. Formal reviews are held annually and these were in evidence on individual case records.

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

Main individual case records are stored securely within the school's office with clear procedures for access. Other information relevant to an individual student is kept in both the medical centre and boarding houses. Those case records viewed were seen to contain all the necessary information and provided an accurate record of students' progress.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The school maintains all relevant records as required by this standard.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

3

The school is good at promoting and facilitating contact for students with their families, and students and parents confirmed this to be the case.

Telephones are available within the boarding house with suitable adaptations and support available to enable all students to make or receive calls. A number of students go home regularly at weekends and parents frequently visit the school with facilities available to stay overnight if necessary. All students also have PC's within the classroom setting and have their own e-mail address. Access to the internet is appropriately filtered and supervised.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

9

This standard not applicable.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

4

The whole school and its multi-disciplinary staff team is geared to providing individualised support for students in order that they can maximise their potential in all areas, independence, communication, mobility, education and social interaction, as well as having their individual health-related needs met.

The school also have a counselling team available to provide support for individual students.

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

The school's location is in keeping with its Statement of Purpose and with the majority of residential provision purpose-built the school is well able to meet the needs of the current numbers of students.

The school has installed extended CCTV coverage since the previous inspection that is used to monitor the entrances and access points to the school.

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

Pike House and the Heywood complex are purpose-built boarding houses that provide accommodation and facilities of a high standard. There are some signs of routine wear and tear, but nothing significant and the school have a rolling programme of maintenance including redecoration for all of the boarding provision. Burnham House which is part of the original building continues to be maintained to an acceptable standard and has had some improvements carried out since the previous inspection.

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

The school has a sufficient number of facilities of a good standard that are able to meet the needs of students.

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

The school has satisfactory systems in place to ensure the safety of students and others that include a process for the risk-assessment of the premises as well as activities undertaken by students. There was some concern from the inspectors in relation to the access to the boarding provision at particular times when there would not necessarily be any staff around. This needs to be risk-assessed and acted upon as necessary.

The school has a Health and Safety committee that meets regularly, a designated person with overall responsibility for Health and Safety matters on a day-to-day basis and an appropriate supporting policy.

The school conduct termly Health and Safety audits and there is an annual whole school Health and Safety audit conducted by an external company. Fire safety equipment is tested and checked on a regular basis and there are clear fire evacuation procedures that staff and students were aware of. Fire drills have been carried out regularly but not all have been recorded and this needs to be addressed.

Specialist equipment within the school used by students is maintained appropriately.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

3

The school have an appropriate recruitment policy in place and the viewing of personal records showed this to be implemented in practice.

There are procedures in place for the use of agency staff. The inspectors would however recommend the school insist on having sight of an agency worker's CRB check before they commence work at the school.

Total number of care staff:

91

Number of care staff who left in last 12 months:

4

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

3

The school have drawn up a satisfactory staffing policy which clearly states that staffing levels will be determined by the needs of individual students. Unlike previous inspections there was no evidence from observations or from discussions with staff that the school's residential provision was not satisfactorily staffed. There are a small number of vacancies amongst the care staff which it is anticipated will be filled shortly, the school have significantly increased the number of bank staff since the previous inspection, and the use of agency staff has decreased. There are clear procedures in place for the use of agency staff including an induction and these were observed in practice.

Standard 29 (29.1 - 29.6)

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

Key Findings and Evidence**Standard met?**

3

The school have a suitable induction process and training programme in place for staff that enables them to meet the needs of young people. The induction process includes guidance on child protection and newly appointed staff reported positively about the overall process.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence**Standard met?**

3

All staff spoken with and the viewing of records showed staff to be receiving supervision at the appropriate intervals and to be subject to appraisal. All staff receive job descriptions and there are clear lines of accountability within the school. Staff meetings are held regularly with representatives present from other departments and these focus mainly on the care of students.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The school by its very nature is a complex organisation with a number of departments working alongside each other. There are clear operational procedures in place that are effective and enable the school to deliver a high standard of care.

Care managers and care co-ordinators within the school have substantial and relevant experience, and a number have now achieved the NV Q Level 3 qualification. Whilst the school is committed to providing NVQ training for all care staff it is acknowledged that the standard of 80% having completed their NVQ Level 3 by 2004 will not be achieved. The school needs to develop further the in-house provision for NVQ Level 3 in order that the figure of 80% is met as soon as possible.

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

20 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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 inspectors were satisfied that events within the school are appropriately monitored and action taken where necessary.

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

Members of the governing body are regular visitors to the school and reports are now being produced in accord with this standard.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

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 2nd February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

A copy of the provider's response is available from the area office.

Action taken by the NCSC 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 _____, 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 Treloar School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

D.3.2 I _____ 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.