



Making Social Care  
Better for People

# inspection report

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

## **St Annes County Special School**

St Helens`s Drive

Welton

East Yorkshire

HU15 1NR

7th March 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**

St Annes Community Special School

**Tel No:**

01482 667379 – School

01482 666217 – Residence

**Fax No: 01482 334691**

**Email Address:**

**stannes.special@eastriding.gov.uk**

**Address**

St Helens's Drive, Welton, East Yorkshire, HU15 1NR

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

East Riding of Yorkshire Council

**Name of Head**

Mr M. Stubbins

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

19/01/04
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<b>Date of Inspection Visit</b>		7th March 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	1	Monica Hargreaves	137644
<b>Name of CSCI Inspector</b>	2		
<b>Name of CSCI Inspector</b>	3		
<b>Name of CSCI Inspector</b>	4		
<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. Philip Easingwood	

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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 St Annes County Special 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

St Anne's school is situated in its own grounds in the village of Welton to the west of Hull. Access is available to public transport, shops and leisure facilities.

The school caters for pupils aged from 2 to 16 years. All pupils have a statement of special educational needs and have severe learning difficulties, or profound and multiple learning difficulties.

Within the residential unit, boarding facilities are offered to all the children over 5 years who attend the school, on what is a 24 hour curriculum basis. At the time of the inspection, 42 of the 74 children on the school roll were using the residential facilities at various times, for overnight stays. Children board for two consecutive nights each week although younger children generally board for one night each week. Children are also able to board at weekends. The residence is open throughout the year, apart from two weeks in the summer and some days during the Christmas and New Year period, and all Bank Holiday weekends.

Boarding is provided in a single storey block adjacent to the main school with accommodation provided in single and shared bedrooms. The unit is separated into areas each with bathing and toilet facilities, a lounge and a dining and kitchen area where snacks and drinks can be prepared in the evening.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- The admissions process clearly identifies the needs of the pupils that the school accommodates
- The school offers a 24 hour curriculum that provides consistency for pupils and furthers their development
- Staff work hard to ensure good communication across the school
- There is a commitment to the training and development of staff
- All staff communicate well with parents
- The school promotes the health of pupils
- The staff team are committed to the welfare of the pupils and create a warm and welcoming atmosphere

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

- The local authority should ensure that resources are made available to the school to allow for the completion of the redecoration and refurbishment programme that has begun in the residence
- Annual appraisals of staff performance throughout the school should be completed and personal development plans drawn up
- The Head teacher should ensure that evidence is made available that all records are monitored as required by these standards

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

At the previous inspections, a number of recommendations were made and the management team and staff have worked hard to ensure that issues raised by the recommendations have been addressed. Systems are in place to protect and care for children appropriately and parents speak warmly of the commitment of the staff team as a whole. Sound support packages are in place and staff are supported by a range of professionals. The Head teacher provides effective leadership and is committed to the development of the staff team and to the provision of good standards of education and care throughout the school. Communication systems are positive between teaching staff and care staff working in the residence and the school demonstrates that it communicates with children in a positive manner and one which is based upon an understanding of the individual need of the child. This is a happy school with many strengths. It is anticipated that the school will continue to respond positively to recommendations made in this report before the next inspection and that the local authority will ensure that appropriate resources are made available to the school to allow for the completion of the refurbishment of the residence.



## 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	RS24	The local authority should ensure that resources are made available to the school to ensure that the refurbishment within the residence that has been started, is completed.	To be completed by 01/09/05
2	RS25	The local authority should review the facilities that are made available for bathing in relation to the current restrictions on space with a view to the provision of more specialist equipment that would better meet the needs of the pupils.	Action plan to be made available to the Commission by 01/09/05
3	RS31	The Head of Care should hold a qualification in child care or child care management (such as the Registered Manager's Award in Child Care) or be registered to complete such an award.	To be achieved by 01/04/05

### 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

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	NO

Checks with other Organisations

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

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	NO
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
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	07/03/05
Time of Inspection	9.00
Duration Of Inspection (hrs.)	26
Number of Inspector Days spent on site	3

**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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There is a clear statement of purpose that accurately describes the ethos of the school and the residential unit. There is a separate list that gives details of the number of staff who are employed and their qualifications and experience. Parents are given a prospectus that contains full information about the school and staff in the residence unit have produced a pupil brochure that uses symbols and limited to introduce the unit and the staff working within it. This brochure is currently being reviewed and updated. The governing body has approved these documents.

## 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 employs a variety of means to seek the views of children and their parents and families. Examples of annual reviews, home school diaries and records of telephone calls were made available during the inspection. Staff were observed to use different forms of communication with children to ensure that their views are recorded and taken into account when decisions are made and children are encouraged to be as independent as possible and to make choices in every day things.

### 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 procedural guidelines on privacy and confidentiality and staff were observed to be sensitive to these issues in their work with children. Records are kept safely and staff demonstrated an understanding of the need to keep information confidential. Staff are given clear boundaries and guidelines in the area of personal care and also receive appropriate training in the use of any equipment that is required in caring for a child. Since the last inspection, the school has developed a policy and guidelines for staff on when it may be necessary to search a child's possessions. Files contain evidence that parents have been made aware that this might be required and also that, given the needs and the abilities of the children using the service, staff will routinely unpack school bags when children arrive at 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?**

3

The school has a full complaints policy and provides information to parents about how to raise any complaint they have. This details the right of make a complaint directly to the Commission. Those parents who responded to questionnaires said that they understood how to make complaints and indicated that they believed these would be dealt with appropriately. The school's policy is to deal with complaints at an informal level and no complaints had been recorded since the last inspection. Written information about complaints is not made available directly to pupils, all of whom have severe learning difficulties and many of whom have communication difficulties. However, pupils are encouraged to make staff aware if they are unhappy. Staff demonstrated a sound understanding of the needs of individual pupils and the different ways in which they communicate these needs. The inspector formed the view that matters of concern to pupils would be identified by staff and would be properly dealt with.

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

**Number of above complaints substantiated:**

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

**Number of above complaints substantiated:**

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

3

The school has developed child protection procedures that are consistent with the local policies and procedures of the Area Child Protection Committee. A copy of the ACPC procedures is also available. There is a designated teacher who takes responsibility for child protection issues and who is available to staff in the residential unit after school hours. In discussion, staff were found to be knowledgeable about child protection issues and clearly understood their responsibilities in relation to reporting concerns. They confirmed that they had completed training in child protection. The head of care was advised that he should ensure that all staff (including ancillary staff) should have undertaken training in child protection issues. The school maintains links with other agencies concerned with child protection.

At the time of the inspection, the Senior Child Care Officers had requested further training in child protection, to enable them to take responsibility for liaison with other agencies out of school hours, when the designated teacher is not on site. This had the support of the Head of Care.

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

0

<b>Standard 6 (6.1 - 6.5)</b> 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>	3
<p>The school have responded to the comments made in the last inspection report and have produced a policy and guidelines for staff that fully meet the requirements of this standard. This clearly identifies the support to be given to all parties in the event of bullying being identified. Parents are also advised of the school's policy and encouraged to keep the school informed if they are concerned about any aspect of their child's welfare. The school's ethos is to avoid labelling a child who displays bullying behaviours as part of their disability/condition, but staff clearly understand the principle that some children may be made unhappy by the behaviour of others and monitor children accordingly. Children are not left unsupervised and the inspector was advised that children may be placed in separate groups within the residence to minimise the risk of any such incidents. During the inspection, the inspector was able to observe children in various settings and during various activities and formed the opinion that any unhappiness in children would be quickly identified and appropriate action taken.</p> <p>It was not possible to measure the percentage of pupils reporting having never been bullied, as following discussion with the Headteacher, it was deemed not to be appropriate to issue pupils questionnaires in their present form.</p>		
<b>Percentage of pupils reporting never or hardly ever being bullied</b>		0 %

<b>Standard 7 (7.1 - 7.7)</b> 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>	3
<p>There is a system in place to notify relevant agencies about significant events as required by this standard. There was evidence of appropriate notifications having been made.</p>		
<b>NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:</b>		
• <b>conduct by member of staff indicating unsuitability to work with children</b>		1
• <b>serious harm to a child</b>		0
• <b>serious illness or accident of a child</b>		0
• <b>serious incident requiring police to be called</b>		0

<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>
Since the last inspection, the school has developed a written policy that addresses the issues arising from this standard. This gives guidance to staff on the actions to be taken. Pupils are closely supervised both in the school and in the residence to minimise all risks and the residence has security codes on doors. Parents are advised to contact the school promptly with information about authorised absences. There are also individual risk assessments in place to identify if a child is likely to go missing.		
<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?	4
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Children who attend the school use various methods of communication and staff throughout the school work hard to communicate with children in the way that suits them best. The school sets out clear boundaries and expectations of behaviour. During the inspection, relationships between staff and pupils were observed to be good. Staff are consistent in their approaches to children, responding appropriately to challenging behaviour, seeking to distract and re-focus children. Children were praised whenever appropriate and young people appeared to be relaxed and happy. Overall the behaviour of children was observed to be good and any difficulties were dealt with appropriately. Staff have all been trained in the team teach method of positive care and control and regular refresher training is undertaken. Parents who responded to questionnaires made very positive comments about the way in which staff throughout the school work with their children.

**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?**

2

As detailed in the previous standard, all staff undertake training in the 'team teach' method of positive care and control to support them in their work. There is a policy and procedures on the measures of control and physical intervention that are permissible within the school and residence and staff are clearly aware of these. All staff who the inspector spoke to indicated that there was generally little need to use any physical methods to control children. Care staff and teachers were observed to deal appropriately with challenging behaviour in the school setting and in the residence. Staff were clearly aware of the sanctions that they may use. Details of these are also written in the sanctions book. All instances of sanctions being applied are logged appropriately. Episodes of physical intervention are also logged in a separate book. Parents are made aware, in writing, of any incidents involving their child. Staff meetings are used to discuss the care of individual children and issues of control. Although the Headteacher was clearly aware of those episodes of physical intervention that had occurred and advised that he had read the documentation, there were no records available to confirm that records had been reviewed as required in this standard.

**See recommendation no. 39 of the previous report.**

## 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
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There is an admissions procedure in place that is followed in practice. Admissions to the residence for boarding are planned and gradual, with children staying for evening meals and activities initially, building up to overnight stays. Information about the needs of children is contained in the individual statements of special education need. There was evidence that reviews take place at the required intervals and that care staff contribute to these meetings. Transitional planning meetings take place at the appropriate time and again staff from both teaching and care teams take a full part in planning for the future service provision of the children.

**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

One of the strengths of the school is the whole school approach that is taken to the educational and pastoral care of its pupils. The care staff team demonstrated a positive attitude to the education of the pupils in their care. Link workers have regular meetings with teaching staff to exchange information about pupils and to ensure that approaches to children are consistent. Pupils in the residence take part in communication groups each evening after school. These groups work on targets for each individual that are agreed by all staff. The residence is equipped with appropriate books, games and toys to promote the development of the pupils' skills and children were observed to be engaged in a variety of structured activities throughout the evening.

**Standard 13 (13.1 - 13.9)**

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

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

3

All stays at the residence are of a short duration – typically one or two evenings per week, with some pupils staying one or two weekends per month in addition to their regular weekly stay. Within these times, staff arrange a variety of activities on site both indoors and outdoors. External activities are also arranged and during the inspection, a group of pupils went swimming, which is a regular activity. Children at the school have severe learning disabilities and therefore no activities are unsupervised. Risk assessments are completed for all activities off site. Copies of these were made available during the inspection. As mentioned earlier in the report, a range of structured play activities is organised every evening and children were observed to be encouraged to participate. Pupils were taking part in music groups, were reading with staff and playing board games, with staff assistance. The unit has a range of colourful toys and equipment and pupils also have the choice of videos and TV programmes to watch.

**Standard 14 (14.1 - 14.25)**

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

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

3

There is a school policy that covers the health care of pupils and written guidance is provided for staff regarding the delivery of health and personal care. These documents are contained in the staff handbook. Many of the pupils at the school have complex health needs and all pupils have a full health plan, agreed with parents, that is known to all staff within the school. Examples of these were seen on children's files. Children's files also contain written permissions from parents regarding the administration of medication, first aid and urgent medical attention. Medication is only administered by senior staff and children are only given medication that is prescribed specifically for them. Medication is stored in a locked trolley and appropriate records are maintained. These were seen during the inspection. A number of staff throughout the school are trained in the use of First Aid and the school is able to call on the services of a qualified nurse who provides cover for all local authority residential special school. She visits the school weekly. The school also has the services of a physiotherapist and occupational therapist on a weekly basis and the inspector was made aware that care staff are able to obtain advice and guidance from these professionals. Records of accidents are maintained. A small number of children within the school are prescribed rectal diazepam, should this be required. There is a policy on invasive medication in the staff handbook and each child has an individual plan regarding the administration of such medication. The school ensures that only staff who are trained and authorised to administer this medication do so and written authorisation from the child's doctor is held on the individual's file.

**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

A sample of the menus that are available within the school was made available to the inspector. Meals are planned centrally by staff employed by the local authority but are cooked on site. Menus are designed to ensure that the food provided is healthy and nutritious. The inspector was made aware that children are given a choice wherever possible and that provision is made for a child needing a special diet. Meetings are regularly held between staff and parents where any issues of concern regarding diet and nutrition can be raised. A number of children require feeding through gastrostomy tubes and staff are appropriately trained to do this procedure.

Pupils in the residence eat in different groups in a number of small dining areas. Meals were taken with pupils in the residence. These were pleasant social occasions. All children are fully included in the communal meals and are encouraged to eat a variety of foods. They are helped with their food according to their needs, but are also encouraged to be as independent as possible. Children said that they liked the food and appeared to enjoy mealtimes.

**Standard 16 (16.1 - 16.7)**

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

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

3

As children stay in the residence for short periods of time, they are able to bring with them the clothing and personal items they need for their stay. Bedrooms have wardrobes to allow for storage that are adequate for the needs of pupils who are staying for only short periods. Staff demonstrated their ability to deal with all aspects of personal care in a sensitive manner. Where money has been brought into the unit by children this is held securely and records are maintained.

## 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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The information required by this standard is held in children's files that are kept within the school and residence. All children have a statement of special educational need that has identified the individual pupil's needs and how the school should meet them. These have been agreed with parents and with other agencies involved in the care of the child. Files kept on pupils contain individual education plans, positive behaviour plans, key information sheets and health plans, including details of medication. Regular reviews of the progress of children are undertaken and documented. Each child has a link worker within the residence who is responsible for ensuring that plans are progressed. Support for children is provided that is appropriate to their methods of communication to enable them to become active in making decisions about their lives.

**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 records that are kept on children within the unit are detailed and contain the information required by this standard. A new format for files has been developed since the last inspection. This structure is clear and thorough. Staff are working hard to ensure that all the children's files are brought fully into line with the new system although at the time of the inspection, there was some work still to do on some files to ensure that all files are in order. The Head of care advised that files are monitored as part of supervision. Given their needs and level of understanding, children were not all able to appreciate that information is kept about them. There was evidence of good communication with parents who are aware of the information that is kept about their children.

**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 registers of children attending the school and of the staff working there. Personnel files are also kept in line with the requirement of this standard. Accident logs, menus and duty rotas were seen during the inspection and were found to be in order. There is a visitors' book in the school and a separate one held in the residence. All visitors are required to sign in and out.

**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

Children who express a wish to contact parents during their overnight stays at school, are enabled to do so, but as all stays are for relatively short periods of time this is not a frequent occurrence. Staff advised that some parents contact the unit whenever their child stays, but that many parents contact only if there is an emergency. The school and the unit communicate regularly with parents. In responses to questionnaires, parents confirmed that communication is good. Children would be enabled to meet with any visitors in private surroundings.

**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

Staff at the school contribute to transition planning for all pupils when they reach the appropriate age and are involved in statutory reviews for any child who is looked after. A life skills programme is provided where appropriate.

**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

Individual support is provided to children in line with their needs and wishes. Needs are identified and documented well. In addition, the school has the support of professionals from other disciplines, as identified earlier in this report. The school curriculum covers communication skills and PSHCE and the 24 hour curriculum ensures that this is pursued within the residence. Pupils with profound and multiple learning difficulties are engaged in planned structured sensory experiences to further develop their overall senses and all pupils are involved in a wide range of focused activities that are aimed at enhancing their personal development. The school does not yet have the availability of an independent advocate for children and should identify for each child a person who is independent of the school and the placing authority.

## 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
<p>The school is located in a village, in good sized grounds. Facilities and accommodation are provided on one floor which is appropriate for children with disabilities. The building that houses the boarding accommodation is set close to the main school building. An occupational therapist visits the school regularly. The previous inspection report identified the fact that some of the corridors and doorways in the school are narrow. Although it could be said that the space is not ideal, staff are able to manoeuvre children in wheelchairs through doors and along corridors and make the best use possible of its facilities. The residence is separated into separate smaller areas that allow staff to work with children in smaller groups. Each area has a mixture of lounges, toilet/bathroom facilities, small kitchens and bedrooms. Bedrooms allow sufficient space for the children who are accommodated and for storage of their belongings. Children were observed to be happy in their environment. The Head of Care explained the alterations that are planned for one of the areas.</p> <p>The Headteacher is committed to a policy of inclusion for the pupils and the school maintains good links with the local community.</p> <p>There are effective precautions in place, such as key pads and electronic systems at doors, gates and fences, to ensure the security of the school and there are no outstanding requirements or recommendations from relevant authorities in relation to the buildings or grounds. Auditory systems are in place in bedrooms to assist with night time monitoring of children with special health needs. These are known to parents and signed agreements about these were in place on children's files.</p>		

**Standard 24 (24.1 - 24.19)**

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

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

Since the last inspection, the residence has been redecorated by a team of volunteers from a large company, together with staff, parents and governors. This was a massive undertaking, completed within three days, during which time the residence was closed to pupils. The rooms are now all brightly decorated and the building appears very clean and fresh. The Head of care advised that the ceiling tiles are to be refurbished and/or painted as required and new curtains and carpets are to be provided.

Children do not share accommodation with adults and since the last inspection, the Head of care has undertaken to complete a risk assessment when three children share a bedroom. Children have sufficient storage space and there was evidence that they bring in small personal items when they stay overnight. The buildings are appropriately lit, heated and ventilated and the small team of domestic staff work hard to ensure that the buildings are kept very clean. Children are encouraged to care for their environment and take part in some domestic chores, such as clearing tables and tidying toys. Children, parents and staff all said that the residence has been immensely improved by the recent work. It is important that the local authority ensures that the refurbishment is completed and that funds are made available for the purchase of necessary furnishings.

**See recommended action no. 1 of this report.**

**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?****2**

There are ample bathing and toilet facilities available for the use of the children. Most of these facilities are situated close to bedrooms. Staff and visitors have separate facilities. The bathrooms and toilets have all been redecorated as part of the project detailed in the previous standard and are now all bright and fresh. Again the domestic staff maintain a good standard of cleanliness throughout this facility.

The school accommodates pupils who have significant difficulties in relation to mobility and some of the bathrooms present problems in relation to restrictions on space. The provision of more specialist equipment in bathrooms, such as hoists, tracking and specialist baths, would benefit both the children using the service and the staff caring for them.

**See recommended action no. 2 of this report**

**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

Checks are undertaken to ensure that hazards are identified and appropriate measures taken to reduce these. All gas and electrical installations, fire and other electrical equipment are checked at the required intervals. Fire evacuation drills are carried out regularly and staff demonstrated knowledge of the necessary procedures. Records of the safety equipment checks and the drills and evacuations that had been undertaken, were seen during the inspection. These were in order. Hot water temperatures are all regulated and thermometers are used in baths as an additional safety measure, although all children are supervised at all times. The residence uses hoists for the transfer of pupils who are wheelchair users. This equipment is checked regularly. The Head of care has put in place a range of risk assessments, covering the environment and activities. The school was reminded that these should be reviewed by the Headteacher or a senior member of staff, at regular intervals to assess their effectiveness.

## 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

A number of personnel files were examined as part of the inspection. These contained evidence that all the necessary checks had been completed. All staff now have a satisfactory CRB clearance in place. The identity of all visitors to the school is checked and all visitors are required to sign in and out of the premises. The school does not employ agency staff.

There was evidence that appropriate disciplinary action has been taken against a member of staff who working practice had given cause for concern to the school's management team. This was notified to the Commission.

**Total number of care staff:**

21

**Number of care staff who left in last 12 months:**

3

**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

At the time of the last inspection, concerns had been expressed about the use of relief workers to fill vacancies. At this inspection, the situation with regard to unfilled vacancies had improved. A member of the care team had been promoted to Senior Care Officer and her position as Care Officer had been filled. There are 21 staff currently in post (17 w.t.e.). This number of staff is sufficient to meet the needs of the young people who are cared for. Relief staff are employed to cover for periods of staff sickness, leave or training and part time staff in the residence or the school are also able to work additional hours to ensure that staffing levels remain adequate. Rotas allow sufficient non contact time to staff to enable them to complete tasks such as report writing. The pattern of deployment ensures that there is consistency for pupils. The school has experienced some difficulty in recruiting appropriate staff to the night care team, but the response to recent advertisements for staff has been encouraging. The Headteacher advised that there is a continuing difficulty in recruiting sufficient staff to cover the domestic duties within the residence. Those staff who are currently working prioritise the work that they do and the unit benefits from a high standard of cleanliness.

The inspector was advised that no child is left unsupervised within the unit. Staff have 'walkie talkies' with which they can contact each other in the unit to summon assistance, if necessary. All visits off site are assessed and are undertaken with an appropriate number of staff to supervise the pupils.

The residence unit has written records of which children and adults are sleeping in the unit on any given night. These records are easily accessible.

Staffing rotas from the previous two months were provided for the inspection. These demonstrated that the unit works with an adequate level of staff.

**Standard 29 (29.1 - 29.6)**

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

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

The school has developed a training programme to equip staff with the skills they need to care for their pupils appropriately. This training programme is kept under review. Positive comments were made throughout the inspection, about the types of training offered to staff and there is a clear commitment to the further development of the team. The majority of the care team either hold an NVQ at level 3 in the care of children, are currently completing this or have recently registered to do so. There is an induction programme in use within the residence that staff said was helpful.

Children throughout the school use a variety of methods of communication. Staff are able to undertake training to develop their skills in these areas.

Staff said that levels of supervision are improving, although there had been gaps.

Supervision logs were seen. Supervision meetings allow for discussion about training needs, but at the time of the inspection, staff did not have personal development plans in place.

**See recommended action no. 32 of previous report**

**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**

As highlighted in the previous standard, staff said that supervision meetings are now taking place and that these deal with appropriate issues. Records are maintained. Staff also said that they feel supported by their managers. There are suitable arrangements for professional supervision of the Head of the school. The Head of the school provides clear leadership and works hard to ensure that staff across the school and residence are included and encouraged to work as a team. The staff handbook contains the range of policies that are in place in the school and staff confirmed that they have written job descriptions that accurately reflect the work they are required to do. Staff meetings take place very regularly and communication within teams and across the school, is good. The school operates a no smoking policy throughout.

At the time of this inspection there was no system in place for the annual appraisal of staff performance for non teaching staff.

**See recommended action No. 34 of previous report.**

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.17)

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

#### Key Findings and Evidence

#### Standard met?

2

This standard is almost met. The Head of Care is experienced and holds a nursing qualification that is relevant to his work with children with disabilities. Staff members who are rostered to be in charge of the residence at particular times are suitably experienced. Staffing rotas allow sufficient time for to cover matters raised in 31.5, such as handover sessions, completing records, staff meetings and supervision. The Head of the school has developed planned responses to a range of foreseeable crises, although these have not been documented. Parents are given a parent information pack that describes the school and the policies and procedures that are put in place to protect children. They are also given the contact details of the Commission.

In order to fully meet this standard, the school is advised that the Head of Care should hold a further qualification in child care or child care management (such as the Registered Manager's Award in Child Care)

**See recommended action no. 3 of this report.**

The school should continue with its plan to ensure that 80% of care staff hold a relevant qualification as detailed in this standard.

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

30 %

**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?**

2

The Head of school completes an annual report on the operation of the school's welfare provision and advised that he also reviews many of the records detailed in this standard, such as the sanctions and physical interventions records. However, these records did not show evidence that they are reviewed and there are still some records that are not routinely monitored by either the Head or a senior member of staff.

**See recommended action no. 39 of the previous report.**

**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

There was written evidence that a member of the governing body now visits the school on a half termly basis and completes a written report on the conduct of the school. Staff confirmed that the school has made copies of the previous Commission reports available and the Head of school advised that parents are made aware that an inspection has taken place and how reports of these inspections can be accessed.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Not 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 7<sup>th</sup> March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"We are working on the best way to include providers responses in the published report.  
In the mean time responses are available on request"

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

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

YES

**Note:**

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

**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.

**Commission for Social Care Inspection**  
33 Greycoat Street  
London  
SW1P 2QF

Telephone: 020 7979 2000  
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120  
[www.csci.org.uk](http://www.csci.org.uk)

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