



Making Social Care
Better for People

inspection report

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

Linden Lodge School

61 Princes Way

London

SW19 6JB

18th, 19th and 20th November 2003

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

Linden Lodge School

Address

61 Princes Way, London, SW19 6JB

Tel No:

020 8788 0107

Fax No:

020 8780 2712

Email Address:

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

Mr Roger Legate

Name of Head

Mr Roger Legate

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

4/2/03

Date of Inspection Visit		18th November 2003	ID Code
Time of Inspection Visit		10:30 am	
Name of NCSC Inspector	1	Emma Dove	071717
Name of NCSC Inspector	2	Paul Maloney	
Name of NCSC Inspector	3		
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		Roger Legate and Sue Wootten	

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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 Linden Lodge School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Linden Lodge School is owned and managed by Wandsworth Education Authority. It is a specialist regional resource, which provides education for ninety five pupils aged 3-19 years. It currently offers residential places for forty seven pupils covering the twenty-four hour curriculum.

Pupils can reside at the school from Monday to Friday during term time only.

There are three residential units: School House; North House and Clevedon. School House and North House are in the grounds of the school and Clevedon, which is a semi-independence unit for older pupils, is a short walk in a neighbouring road.

A large number of professionals in addition to teachers and care staff are available at the school, including: a school nurse; doctor; physiotherapists; occupational therapists; speech and language therapists; school social worker; careers officer; mobility officers; classroom support staff; administrative and domestic staff.

The school has extensive facilities for the pupils, which are available to the boarding pupils including a soft room with a ball pool, swimming pool, sensory room, a music room, library services with large print, Braille, Moon and picture symbol books and audio tapes, a green house, sensory garden, a large grass playing field and an adventure playground.

The school is close to local shops, public transport and leisure facilities.

The plans to redevelop the residential facilities at the school are still in progress, to be completed in 2005.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The inspectors were impressed with many aspects of Linden Lodge School, particularly:

- the communication across the school is commendable;
- consultation with pupils and their families is very good
- staff have access to a detailed training programme
- staff support and management is appropriate
- pupils who board have access to a wide choice of activities and outings planned in advance involving pupils
- the atmosphere at the school is welcoming

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The current residential accommodation is in need of updating and this is being addressed with new development plans, for which building work is due to commence in Spring 2004. The hot water temperatures in some of the residential units were found to exceed 43 degrees Celsius.

The menu should be reviewed. Meals should be cooked specifically for the meal they are intended for.

Staff files should contain all information recommended in the National Minimum Standards for Residential Special Schools.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors were welcomed and assisted by pupils and staff at the school during the course of this inspection.

All of the recommendations were discussed at the feedback between the inspectors, the Head Teacher and the Head of Care.

The inspectors received seventeen completed parents questionnaires, three completed placing authority questionnaires and nine completed staff questionnaires.

The parent questionnaires made positive comments about the school, the care and the facilities available to pupils, with the main negative comments being the distance some pupils have to travel, the lack of support during the school summer holidays and weekends and two parents commented about the current accommodation.

The placing officers questionnaires indicated that services offered are appropriate, that they are kept informed of significant events and invited to visit the school, that they are aware of the schools rules and measures of control. Placing officers reported that they have no concerns and feel the pupils they have placed are safe.

The staff questionnaires highlighted that staff feel supported in their work, that the school operates in an open manner and that they receive training appropriate to carry out their tasks.

The inspectors spoke to twenty four residential pupils, one family, the Head Teacher, Deputy Head Teacher, Head of Care, the three residential unit leaders, three care staff, three teachers, one governor, three therapists, the catering manager, the business manager, the premises manager and the school nurse during the course of this inspection.

The inspectors examined four staff files, four pupil files, the fire alarm and drill records, menus, staffing rota,

Statement of Purpose (Standard 1)

The 1 Standard assessed was met

An up to date Statement of Purpose is available at the school.

Children's Rights (Standards 2-4)

3 of the 3 Standards assessed were met

The school works well at involving pupils in discussions and groups and with exploring methods of communication for individual pupils. Information is appropriately shared amongst staff within the school.

Child Protection (Standards 5-8)

4 of the 4 Standards assessed were met

Robust child protection, bullying and absence without authority procedures are in place at the school. All staff are aware of their roles and responsibilities under these procedures.

Care and Control (Standards 9 and 10)

2 of the 2 Standards assessed were met

Relationships between staff and pupils were observed to be positive with residential staff responding positively to appropriate behaviour.

Quality of Care (Standards 11-16)

4 of the 6 Standards assessed were met and 2 were almost met

Policies are in place for the admission and discharge of pupils. Communication between the teaching and residential staff is very good. Pupils who board have access to a wide variety of activities at the school with regular outings arranged in consultation with pupils.

Planning for Care (Standards 17-22)

5 of the 6 Standards assessed were met and 1 was almost met

All pupils who board have a placement plan with an up to date care plan. Pupils are offered

care and assistance appropriate to their needs. Pupil records were up to date, staff records require some additions.

Premises (Standards 23-26)

2 of the 4 Standards assessed were met and 2 were almost met

The premises are maintained to a satisfactory standard. The hot water temperatures need addressing as they were found to exceed the recommended temperature. The certificates for gas and electrical sufficiency must be maintained at the school. Risk assessments must be carried out on the radiators and pipes, particularly in pupils bedrooms. Doorframes which are low, should be marked.

Staffing (Standards 27-30)

3 of the 4 Standards assessed were met and 1 was almost met

Residential staff levels were found to be appropriate. Residential staff have access to an excellent training programme. Supervision and support was found to be appropriate for staff at the school.

Organisation and Management (Standards 31-33)

3 of the 3 Standards assessed were met

Suitable management arrangements are in place. The residential accommodation is visited half termly as required, these visits should be unannounced in future.

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:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

YES

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

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended 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	26	The hot water temperatures should be reviewed with risk assessments carried out	12/2/04
2	26	Risk assessments should be completed on radiators and pipes particularly in pupil's bedrooms.	12/2/04

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	10	Clear written guidelines should be available for staff on dealing with individual pupils behaviours.
2	15	The menu should be reviewed and food served to pupils should be freshly prepared.
3	16	The record of medication received at the school should include the total amount received.

4	17	The care plans for older pupils should be rewritten, to be in the words of the pupils.
5	19	Staff files should contain all of the information recommended in the National Minimum Standards for Residential Special Schools.
6	26	Copies of the Certificates for the gas and electrics should be held at the school.
7	26	Low doorframes should have hazard signs on them.
8	33	The half termly visits to the residential units should be unannounced in future.

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

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

Date of Inspection	18/11/03
Time of Inspection	10.30
Duration Of Inspection (hrs.)	51.5
Number of Inspector Days spent on site	6

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS	<input type="text" value="30"/>
GIRLS	<input type="text" value="17"/>
TOTAL	<input type="text" value="47"/>

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
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An up to date Statement of Purpose was available at the school, which includes the mission statement, objectives and aims of the school and the facilities available to pupils. Details regarding the age range and number of pupils, the admission criteria and the special features of the school are also included.

The Statement of Purpose is in a written format, which is appropriate for placing social workers, staff and parents. The Head Teacher reported that the Statement of Purpose can be transcribed into Braille for pupils and others as required and facilities are available at the school to complete this.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	4
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This is an area which the school manages very well. The Head of Care, residential staff, parents and pupils confirmed that all involved in a pupils care are invited to reviews and involved in decision making.

The school operates a key work system, key workers prepare a report for reviews, they also use 'Powerpoint' presentations.

The school uses various methods of communication with pupils including speech, Makaton sign language, objects of reference, Braille, Moon, large print and talking books.

Communication is an area in which the school continues to develop, to meet the changing needs of pupils who attend the school.

Residential staff reported that they aim to maximise pupil's choices and opportunities for independence and this was observed during the course of this inspection.

The school also use questionnaires to seek parents and carer's views.

Pupils do not attend religious services whilst at the school and they may observe any dress or dietary requirements of their religious persuasion whilst at the school.

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

Residential staff were observed respecting pupils privacy and dignity by reminding them to close bathroom doors and reminding other pupils when bathrooms and toilets were in use. Written guidance is available for residential staff regarding access to pupils records, passing on information with child protection implications and pupils privacy regarding entering rooms and providing personal care.

Pupil's case files are appropriately stored at the school and in the residential units.

Pupils have access to a telephone in the residential units, residential staff reported that they assist pupils making and receiving phone calls as required.

Areas are available within the school for pupils to meet with parents and others in private if this is required and appropriate.

Pupils who spoke with the inspectors confirmed that they are satisfied with the levels of privacy they are afforded and the way they are assisted by residential staff.

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

A written complaints procedure is available at the school in the information which is given to parents and placing authorities. An appropriate copy of the complaints procedure was available in one of the residential units. Pupils who spoke with the inspectors confirmed that they are aware of who to speak to with concerns or complaints.

The parent and placing authority questionnaires received by the inspectors indicated that parents are aware of how to make a complaint to the school although none were aware of how to complain to the Care Standards Commission.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

Clear written procedures are available for staff with regard to the actions to be taken in the event of an allegation, of or suspicions, of abuse. Residential staff who spoke to the inspectors were aware of their responsibilities under these procedures. The inspectors were informed of the child protection enquiry noted below and were kept informed of the investigations and outcome as required. The inspector is of the opinion that the allegation was dealt with appropriately by the school. The Area Child Protection Committee procedures are available at the school. The induction process for new staff includes information on the child protection procedures. The Head Teacher reported that he intends to send the school's child protection policy, including the flow charts of actions to be taken to all placing authorities.

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?	3
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An anti-bullying policy is available at the school, which was found to include a description of bullying and examples. A shortened version of the policy is displayed around the school. Pupils who spoke to the inspectors did not raise bullying as an issue at the school. Residential and teaching staff did not raise bullying as an issue at the school although they are aware that it can occur and of the actions they should take if bullying is observed or reported.

Percentage of pupils reporting never or hardly ever being bullied	0	%
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Standard 7 (7.1 - 7.7)
 All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	3
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A system is in place at the school to inform the Care Standards Commission of any events relating to the protection of pupils at the school. Written records are maintained on individuals pupils files as required. Residential staff reported that they inform pupil's parents of any incidents or accidents. Questionnaires received by the inspectors confirmed that parents are informed of accidents and incidents as required.

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

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

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 Head Teacher and Head of Care reported that the school does not have issues with pupils leaving the premises without permission, although they continue to have a large number of authorised absences to accommodate health appointments and illness. Entry/exit alarms are fitted in the residential units within the school to prevent unauthorised entry.		
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
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Relationships between residential staff and pupils were observed to be positive, with staff offering support, encouragement, guidance and information to pupils. Pupils were observed to be comfortable and relaxed in the presence of residential staff.

Residential staff were observed to set boundaries and work in a consistent manner with individual pupils during the course of this inspection.

Written guidance is available for residential staff, which includes the expectations of behaviour whilst on duty. For pupils, the expectations of behaviour are made clear on admission to the school and periodically during their time at the school.

Residential staff reported that they take into account both the needs of the group and individuals within the group when planning activities, outings and considering safety issues.

Residential staff have received training in positive care and control of children.

Communication between residential staff and pupils was observed to be positive.

A core of residential staff have been at the school for a number of years and have offered consistency to pupils during this time.

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

This is an area which the school continues to develop, with reactive intervention programmes designed to encourage positive behaviour from individual pupils. Clear written guidance is available for residential staff with regard to control, discipline and physical intervention methods which may be used at the school and as previously mentioned, the school aim to reinforce pupil's positive behaviour.

One inspector observed an incident during the course of the inspection when a pupil exhibiting inappropriate behaviour in the school, not the residential accommodation, was not dealt with in accordance with the schools guidelines. The senior management team within the school dealt with this matter appropriately at the time it occurred. This incident has highlighted the need for clear written guidelines for all pupils who exhibit inappropriate behaviour.

Questionnaires received by the inspectors indicated that parents are satisfied with the ways the school works with pupils to encourage positive behaviour.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	4
<p>The school has clear written procedures regarding the admission of a pupil to the school and to the residential units. Prior to admission to the school, a full comprehensive assessment is carried out to ensure that the school is an appropriate placement.</p> <p>Pupils using the residential facilities would be known to the school as day pupils and would be invited with their parents to visit the residential units prior to a decision being made regarding boarding at the school. Examination of four individual case files identified that all required information is in place prior to admission to the residential units.</p> <p>The residential units operate a key work system.</p> <p>The Head of Care and Head Teacher reported that the likely effect of an admission to the residential unit is considered prior to a decision being confirmed.</p> <p>Reviews are held for all pupils at the school including the Looking After Children reviews to which the pupils, their parents and placing authority are invited.</p> <p>The residential unit for older pupils has a 'Welcome Booklet' for new pupils, which is available in written format, large print and Braille.</p> <p>Older pupils who spoke with the inspectors confirmed that teachers and residential staff at the school prepare them for leaving the school and moving to college. The school has links with colleges across the country which pupils may move on to when they leave the school.</p>		

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

Residential staff who spoke with the inspectors reported that they are aware of pupil's educational needs and that they have opportunities to speak with teachers as required. They also attend pupil's educational reviews and are available to assist pupils with homework. Teachers who spoke with the inspectors confirmed that they are able to speak with residential staff as required. Pupils have home/school diaries, which go between the school, the residential unit and home for day to day communication. Two residential units have facilities for pupils to complete homework and the older pupils remain at the school to complete homework before tea. A school meeting is held every Monday and the Head of Care and one senior residential staff attend this to keep updated with issues across the school. Pupils who board have access to the library and other facilities in the school outside of school hours. Pupils are encouraged and supported by residential staff and teachers in preparation for adult life with routes to school, cooking, laundry, and self help skills. One of the aims of the unit for older pupils is to prepare them for life once they have left the school.

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 pupils who board have access to facilities within the school outside of school hours, including the library, music room, sensory room, the ball pool and sports equipment. Pupils who board were observed participating in craft activities, indoor cricket and attending a Scout group during the course of the inspection. Residential staff and pupils reported that pupils attend clubs and activities within the local community including Guides and Golf. In addition to these regular activities, outings are arranged in consultation with pupils. Recent visits have included the London Eye, Boxhill, Covent Garden and Redhill College. Residential staff reported that they plan activities and outings with pupils in advance and plans were under way for the end of term disco and various Christmas parties. Pupils who spoke with the inspectors were very happy with the choice of activities available to them. Parent questionnaires indicated that parents are satisfied with the arrangements for activities outside of school hours. Pupils have access to newspapers, books, magazines in large print and Braille and talking books in the school and in the residential units. Residential staff and pupils confirmed that they only have access to age appropriate videos and games and the school computers have protective systems on when accessing the internet.

Standard 14 (14.1 - 14.25)

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

Key Findings and Evidence**Standard met?**

2

A nurse is available at the school during day hours and is available to deal with medication, minor illnesses and accidents, education programmes for pupils and advice/information for staff. The nurse also liaises with local police who visit the school to discuss dangers of drugs and strangers.

Examination of four individual case files identified that health information is detailed with any actions to be taken in the event of an emergency, medical history, allergies, optical needs and health monitoring required by staff at the school.

Parents retain parental responsibility and arrange medical appointments for their children.

The nurse reported that she is available to attend appointments with families if required. In the event of an emergency, staff would act in the best interests of the pupil in consultation with the parents with consent forms completed by parents to cover this eventuality.

Eleven staff at the school are trained in the use of first aid. First aid boxes are available around the school and in each of the residential units with the list of staff trained in the use of first aid.

Medication was found to be appropriately stored in the school. The nurse maintains a record of medication received at the school, which should be more detailed to include the number of tablets received. The Medication Administration Record Sheets were signed and up to date.

A number of pupils have 'as required' medications, which are available to staff with procedures to follow regarding their use and records are maintained if they are used. The nurse provides training for staff on the administration of 'as required' medication. Senior residential staff administer medication and have received training.

A written policy is available for staff regarding the storage and administration of medication. Residential staff reported that they record any illnesses or accidents in pupil's daily records and the nurse records in a diary when pupils visit sickbay.

A new sick room has been developed, the nurse reported that a blind has been ordered for the window and a light is to be provided on the door to show when the room is in use. The sick room has a call bell for pupils to summons help if required and the nurse reported that she would make regular checks on pupils.

Some residential staff were observed to leave the residential unit to smoke. Steps should be taken to avoid negative outcomes for pupils from this.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence

Standard met?

2

All pupils take lunch in the dining room where two sittings are held due to the number of pupils at the school. Pupils are offered food at regular intervals and have access to drinks and snacks at other times.

Both inspectors took one evening meal with pupils in the dining room, and one took breakfast in the off site residential unit. Meal times were observed to be well organised although noisy. A large number of pupils require assistance with feeding and during meal times. This assistance was observed to be carried out in an appropriate manner.

Pupils who board take their breakfast and evening meal in the school dining room, they also have a snack after school, and another light snack in the evening.

For the pupils in the off site residential unit, breakfast is taken in the unit and is a shared social experience. Pupils here take it in turns to prepare and cook a meal each evening.

Pupils who spoke to the inspectors made positive comments about cooking their own evening meal and spoke positively about this experience. Two of the parent questionnaires indicated that parents had enjoyed an evening at the residential unit when their child had cooked a meal for them. Residential staff reported that they would seek medical advice should pupils regularly refuse to eat or for those with eating disorders. Pupils are not routinely excluded from meals.

A four weekly repeating menu was available for inspection, this was found to be repetitive. The inspectors were concerned that the evening meal on one day included cauliflower cheese, which had been offered at lunchtime and looked less than appetising. Pupils who spoke to the inspectors made positive comments about the food, some reported that the dining room can be quite busy and loud.

The recommendations of the Environmental Health Officer who visited the school in September 2003 have been met.

The inspectors are of the opinion that the dining room is not ideal for the number and needs of the pupils at the school. Sufficient and appropriate crockery and cutlery was available in the dining room for pupils and staff.

The cook has completed training in safe food handling and hygiene, although not all of the kitchen staff have.

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

Pupils wear school uniform during the school day and pupils who board bring clothing from home, which may limit the choice available to them. Any personal items required by pupils should be brought from home although residential staff reported that supplies of toiletries are available on each residential unit.

Pupils who board and residential staff reported that a tuck shop is available in one of the residential units and within the school.

All pupils who board have a wardrobe and space for clothing and personal possessions. Older pupils have a lockable space within their bedroom.

One inspector examined a random sample of money held for pupils. The records were up to date and balances correct. Pupil's money was found to be appropriately stored in the residential units.

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
<p>A number of files are held within the school on each pupil, including a main file, an education file, a correspondence file, a medical file and a file which is maintained in the residential unit. The files were found to be well organised with information easily accessed.</p> <p>Examination of four individual case files identified that they all contain a placement plan, which identifies the care, health, communication, social and medical needs of the individual. Written details are included of the support the individual requires from staff and areas which are being developed. The Head of Care and residential staff reported that these plans are formulated in consultation with pupils, their parents and others involved in their care.</p> <p>A key work system is in operation in the residential units and each pupil has a tutor within the school.</p> <p>Key workers prepare a written report for statutory reviews, which is sent out to parents and social workers prior to the review. Reports are discussed with pupils and computer generated 'Powerpoint' presentations are also prepared by key workers for reviews.</p>		

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

Four pupils files were examined during the course of this inspection. All files were found to contain the pupils name, date of birth, religion, racial, cultural and linguistic background, home address, emergency contact details for parents and the details of the placing education authority and if appropriate social services department. Files also contained any dietary, health and medical details, records of any accidents or illness, medication administered and money held by the school. The information required is in a number of files held within the school and a list of where information is held is available on individual's files. All entries examined were signed and dated by staff.

A policy regarding pupil's access to records was available for inspection. Residential staff reported that some pupils who board type their daily records as a part of their care plan.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence**Standard met?**

2

All the required records are maintained at the school. Four individual case files examined contained admission, discharge, placing authority details, the address prior to attending the school and any legal status.

Four staff files examined contained their letter of application and a copy of their contract of employment, three staff files contained copies of Criminal Records Bureau checks, three files had medical references, two files had two written references.

The published staff duty rota, diary of events, menus and visitors book were also available for inspection and were found to be maintained and up to date.

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

Residential staff reported that they contact pupil's parents as required and that pupils have home/school diaries, which go between the school, the residential units and pupil's homes. Parent questionnaires indicated that parents are satisfied with the quality of communication systems. Pupils who board confirmed that they can contact their parents when they stay at the school.

Residential staff reported that restrictions on contact are only imposed by placing authorities and should this be the case, this would be recorded in the pupils individual case file.

Areas are available within the school for parents and other visitors to meet with pupils in private.

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

Residential staff are involved in statutory reviews of pupils who board which would include participating in the Pathway Plan.

Pupils who board are afforded opportunities to develop their knowledge and skills in preparation for adult life whilst at the school and in the residential units. A number of the care plans examined identified that self-help skills are a priority.

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

Pupils are encouraged to be involved in groups within the school and in the wider community. A student council meet on a regular basis and the minutes were available for inspection. Pupils from the student council showed the inspectors around the school, they took their role very seriously. They also reported that the council has made suggestions which have been implemented and in pupils opinions improved school life.

Meetings are held on each of the residential units where pupils are involved in planning activities and outings. Within the school, pupils attend assemblies, which keep them informed of changes and issues within the school. Pupils also have class tutorials.

A Scout group is held at the school one evening a week with children from the local community also in attendance. Pupils were observed preparing to attend Scouts.

The school provides support to pupils who use alternative methods of communication to ensure they are able to communicate with staff and others at the school.

Pupils confirmed that they are able to approach all residential staff and teachers, not just their key worker and tutor, with personal or welfare concerns.

An independent counsellor is available to pupils at the school and the nurse is available should pupils wish to discuss sensitive issues.

Should pupils require specialist external services, they would be referred through their doctor in consultation with parents and placing authorities if appropriate.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school is situated in a residential area of Wandsworth, close to local shops, public transport and leisure facilities. The size and layout are in keeping with the Statement of Purpose.

Development plans are underway for a new residential unit, with building work due to commence in the Spring of 2004. The plans for the new residential units have taken into account pupils currently using the residential facilities at the school.

The current residential facilities have been adapted over the years. A lift has been fitted since the last inspection at the school and a further lift is currently being fitted in a different area of the school to meet the needs of pupils currently at the school. The Head Teacher and Head of Care are aware of the areas of the residential units which do not fully meet the current pupils needs and this is being addressed in the new development.

The Fire Officer visited in October 2003 and made recommendations, which have been addressed or will be addressed in the new development. A new fire evacuation policy has been drawn up following the fire officers visit, of which residential staff were fully aware.

The Environmental Health Officer visited in September 2003, recommendations made have been complied with.

Any functions held at the school are linked with the schools purpose and are carried out at times to minimise the effect on pupils, and would not be detrimental to the care or privacy of pupils who board.

Entry and exit codes are fitted to doors as security measures to prevent unauthorised access to the school and the residential areas.

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**

The residential units were found to be decorated and maintained to a satisfactory standard. The inspector was informed of the development plans for the new residential units for which building work is due to commence in the Spring of 2004.

Residential accommodation is reserved for pupils who board and is not used by other groups.

Bedrooms were found to have sufficient beds and bedding, with a wardrobe and storage space for clothing and belongings. All bedrooms have carpets, curtains, overhead lighting and central heating. Bedrooms have been personalised to the individuals taste with posters, photographs and belongings.

Telephones are available for pupils who board, residential staff support pupils as required.

Each residential unit has an area for pupils who board to study outside of school hours.

The school has a central laundry. In addition to this there are domestic style washing machines available for the older pupils who board to do their laundry in one of the residential units.

No issues were reported with regard to lighting and ventilation. Lighting and heating were functioning during the course of the inspection.

Designated sleep in rooms are available for staff in all three residential units, which are close to pupil's bedrooms. In addition to these, some staff reside at the school.

Specific equipment is provided for individual pupils as required and residential staff have received training in its use. All equipment is regularly serviced. Residential staff reported that the school nurse arranged training in lifting and handling.

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**

The number of toilets and bathrooms in the three residential units is in line with those recommended in the National Minimum Standards for Residential Special Schools.

The inspectors found the hot water supplied to a number of the bathrooms in two of the residential units above 43 degrees Celsius. In some areas they were recorded at 48 degrees Celsius and in other areas they were recorded at 53 degrees Celsius.

Bathrooms and toilets are accessible to all pupils. In one of the residential units, staff and pupils who board share the same bathing facilities although the facilities are used at different times. In the other residential units, staff and visitors use separate toilet and bathroom facilities.

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?

2

The site manager reported that gas installations are inspected annually and that electrical installations and equipment is tested every three years although the Education Authority maintains the records. These records should be kept at the school and be available for inspection.

The records of fire alarm tests and fire drills were up to date and identified that tests are held in accordance with the legislation. The fire evacuation procedure is displayed and the residential staff and pupils who spoke to the inspector were aware of their responsibilities. Risk assessments are carried out, recorded and reviewed.

Hot water temperatures were found to exceed the recommended 43 degrees Celsius. A letter was sent to the Education Authority immediately following the inspection identifying the need to address this.

The lift was tested and examined in April 2003. The Control of Substances Hazardous to Health data sheets were available in the cupboards where cleaning materials are securely stored.

The inspectors were concerned that a number of the doorframes in one area of the school were low. Steps should be taken to display warning notices.

The radiators and pipes in some of the residential areas were found to be hot, with some radiators turned off. Risk assessments should be carried out regarding radiators and pipes, particularly in pupil's bedrooms.

One inspector observed the problems one pupil had crossing the roads from the main school to the residential unit off the school site. The school has a system of risk assessment in place to assess pupil's ability to cross the roads.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

2

Rigorous recruitment and selection procedures are in place at the school. Vacant residential social work positions are advertised, application forms are completed, applicants are short listed, interviewed and references are taken up. Professional and medical references and Criminal Records Bureau (CRB) checks are completed for staff prior to commencing employment at the school.

Examination of four staff files identified that they contained the letter of application and a copy of their contract of employment, three staff files contained copies of CRB checks, three files had medical references, two files had two written references.

The inspector is aware that a number of staff have been employed at the school for a number of years. This is reflected in the information available in some staff files, which do not include all the information required under the National Minimum Standards for Residential Special Schools. The file for the member of staff most recently employed at the school contained all of the required information.

On occasions, agency staff are used to provide staff cover in the residential units. The Head of Care reported that agency staff are required to bring their CRB check with them and a copy is retained at the school.

The school does not use or employ 'gap' students.

Total number of care staff:

14

Number of care staff who left in last 12 months:

2

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 published staffing rota identified that four residential staff are on duty in each of the residential units in the morning and evening with two asleep but on call in each unit at night. In addition to these core staff, a number of additional staff are employed on two of the residential units as one to one support for individual pupils. The Head of Care is also available. The staffing levels have been reviewed and increased since the last inspection of the school in February 2003, and now reflect the needs of the pupils currently using the boarding facilities.

Four residential staff are based in each residential unit including a senior residential worker. Residential staff who spoke with the inspectors reported that they are key worker to three or four pupils and this involves them in assisting with personal care needs as required.

Residential staff have written procedures to follow regarding supervision of pupils on journeys and outings arranged by the school.

The Head of Care reported that cover arrangements are in place for residential staff and that she is available if required.

Written records are maintained in each of the residential units of the pupils and staff sleeping in each unit each night.

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?**

4

A detailed induction programme is in place for all new staff to the school with additional sections for residential care staff. The induction programme was revised at the beginning of the Autumn term 2003.

In addition to the induction programme all staff have access to a series of training days at the school, with some training available specifically for residential staff.

Two residential staff are in the process of completing a course in Working with Children with Profound Disabilities and Sensory Impairment at Manchester University.

Questionnaires received from residential staff indicated that all staff have received training in child protection, three staff have received training in working with challenging behaviours, HIV, and epilepsy. Two staff have completed training in stress management, supervision of staff and feeding programmes.

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**

A formal supervision structure for residential care staff is in place with sessions held twice every term. Senior residential staff receive supervision once every half term. Ancillary and support staff are seen less frequently. Records are maintained of supervision sessions. An appraisal system is in place.

Residential staff who spoke to the inspector and the staff questionnaires received confirmed that residential staff feel supported in their role, are aware of their line management arrangements and to whom they report.

The Head Teacher has regular meetings with the Head Teachers from two other residential special schools in the area.

The school operates in a very open and direct manner with staff confirming this as positive. A number of meetings are held within the school to ensure clear communication and consistency when working with pupils. These meetings include a whole school meeting every Monday morning, weekly senior meetings and fortnightly unit meetings. All meetings have an agenda with minutes taken, which were available for inspection.

All staff have access to up to date policies and procedures within the school, with the Child Care Departments Handbook being available in each of the residential units.

Clear lines of accountability are in place and residential staff are aware to whom they report.

Residential staff who spoke to the inspectors confirmed that they have job descriptions.

A policy is available for staff regarding smoking and alcohol. Staff do not smoke in front of the pupils and are not permitted to drink alcohol whilst on duty at the school.

The published staffing rota identified that time is allocated for residential staff to attend meetings, supervision sessions and to have individual time with pupils.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

4

The school operates an open door management approach for all staff. The Head of Care has a wealth of experience, having been at the school for eleven years and was in a similar position for a number of years prior to this. She has completed NVQ to Level 4. Senior residential staff in each of the residential units have been at the school for four years or longer and have previous experience in similar schools. Three residential staff have completed NVQ to Level 3. Four residential staff have completed the Manchester University course in Working with Children with Profound Disabilities and Sensory Impairment and two residential staff are in the process of completing this course, two residential staff have completed the Preliminary Certificate in Social Service and the In Service Course in Social Care, two residential staff have completed the Certificate in Residential Care, one residential staff has completed a BA in Social Work and one residential staff has completed a Post Graduate Certificate in Education.

The published staffing rota identified that time is allocated for handovers, supervision, meetings and time to complete reports, as well as time to be with the pupils who board individually and in groups.

Residential staff reported that pupils are not left in charge of other pupils. There are procedures for staff to follow in relation to foreseeable crises including fire, accidents and illness.

As previously mentioned any prospective or new parents receive the schools Prospectus that includes the required information.

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

86 %

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?**

4

The Head of Care completes an annual review of the operation of the school's boarding provision.

Governors receive a detailed report each term from the Head of Care.

Governors meet regularly with minutes of their meetings available, including actions as required.

A new sub-committee (Childcare Committee) has recently been developed specifically to assess and review issues in relation to practice within the boarding side of the school.

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

A representative has been identified to carry out visits to the school every half term. These visits have been carried out as required and the records were available for inspection.

The inspectors noted that these visits have not been unannounced as suggested in the National Minimum Standards for Residential Special Schools.

The Head of Care reported that copies of the Care Standards Commission inspection reports are available to all members of staff, parents and placing authorities should they be requested.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

[Empty box for Lay Assessor's Summary]

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on <18 November 2003 > and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Comments and an Action Plan were not received from the Provider.

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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

NO

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

NO

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 11/02/2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

NO

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

YES

Provider has declined to provide an action plan

YES

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.