

# Ingfield Manor School

Ingfield Manor School, Ingfield Manor Drive, Five Oaks, Billingshurst, West Sussex RH14 9AX

<b>Inspection dates</b>	11/01/2017–13/01/2017	
<b>The overall experiences and progress of children and young people</b>	<b>Outstanding</b>	<b>1</b>
The quality of care and support	Outstanding	1
How well children and young people are protected	Outstanding	1
The impact and effectiveness of leaders and managers	Outstanding	1

## Summary of key findings

### The residential provision is outstanding because

- Residential students make significant progress because of the highly effective, multi-disciplinary collaborative working within the staff team. The staff team, which includes therapists, supports students throughout the school day and continues this support through the evening for residential students. Residential students thus benefit from consistency and an integrated approach, which helps them to consolidate and utilise their learning in residential time.
- Residential students thrive and develop their independence, communication, mobility and social skills. Through extremely responsive and positive relationships with staff, they are developing confidence and self-esteem knowing that they are valued as unique individuals.
- The safety of residential students is central to all practice. Robust and effective safeguarding measures protect residential students. Staff are confident and competent in their safeguarding role and implement appropriate action to protect students' welfare.
- Leaders and managers are passionately committed to providing residential students with high standards of individualised care and support to maximise their potential. Staff share this aspirational attitude. They know each residential student extremely well, understand their specific needs and implement successful strategies to promote positive outcomes.
- Residential students receive excellent healthcare from a nursing and therapy team, ensuring that their complex medical needs are closely monitored and met to a high standard.
- Excellent support is provided for residential students moving on from the school.

## **Compliance with the national minimum standards for residential special schools**

The school meets the national minimum standards for residential special schools.

## **What does the school need to do to improve further?**

- Review the content of the school's website to ensure that it provides comprehensive information about the residential provision.
- Review the statement of principles and practice.

## Information about this inspection

The school was given four hours' notice of the inspection. Meetings were held with the principal, head of care, vice principal, school manager, staff, lead nurse and parent governor. Inspection activities included a tour of the residential setting, observation of mealtimes and after-school activities, conversations with residential students and telephone discussion with two parents. Policies, records and individual case files were examined.

## Inspection team

Jan Hunnam

Lead social care inspector

# **Full Report**

## **Information about this school**

Ingfield Manor is a day and residential, non-maintained special school for children between the ages of three and 19 years. Ingfield Manor provides an educational service to children who have neurological motor impairments such as cerebral palsy and associated impairments. Many of the children have additional complex medical conditions. Support is delivered through conductive education and the school has a long association with the Peto Institute. Most students board on a 'flexi' basis and have short stays at the school. Others, who board on a weekly basis, return home at weekends. The school is part of the charity Scope.

## Inspection Judgements

### The overall experiences and progress of children and young people

**Outstanding**

Residential students thrive as they respond to the highly personalised support and excellent standards of care that they receive from well-trained staff. Genuinely collaborative, multi-disciplinary team work ensures that residential students benefit from targeted support from the same staff throughout their school day and their time in the residential setting. They make excellent progress in all aspects of their lives. They develop their communication skills, motor skills and personal independence with increased social and emotional confidence.

Staff know the residential students very well and are nurturing and responsive to their needs. Through consistent, positive interactions, residential students develop warm, trusting relationships with staff. They also make friendships with their peers and enjoy each other's company. Residential students flourish in an environment where they are valued as unique individuals and where staff appreciate and act in response to their views.

Residential students are happy, relaxed and enjoy their residential experience. Their welfare and well-being are central to all practice and staff are fully aware of their responsibilities to keep them safe. Strong and effective leadership and management and the commitment of the highly skilled and motivated staff team ensure that residential students' specific needs are met so that they make great strides in their development. Rigorous systems, close scrutiny of practice and a passion from leaders and managers to improve opportunities for residential students to develop and achieve continuously, enable residential students to maximise their potential.

### The quality of care and support

**Outstanding**

Highly individualised care plans demonstrate that the staff know residential students extremely well. Support strategies are specific to the needs of each residential student. They include guidance on particular therapy interventions for staff to use to promote residential students' development. Working in multi-disciplinary teams throughout the school day and in the residential setting, staff take a holistic approach to meet the needs of residential students. With a focus on empowering residential students to make choices and take responsibility for themselves, staff support assists their progress towards independence. Adopting a positive and enthusiastic approach, staff offer a nurturing environment where residential students can develop their individuality and benefit from opportunities to maximise their potential in all aspects of their lives.

Interaction between staff and residential students is calm and focused, allowing residential students to respond positively and build trusting relationships. Enabling residential students to make their views, opinions and needs known is a clear priority for staff. The exceptionally integrated approach to meeting residential students' therapy needs allows them to benefit from the consistent and continuous application of strategies best suited to their individual requirements.

Excellent healthcare provided by a team of qualified nurses ensures that all residential students', often complex, medical and health needs are met. Nursing staff vigilantly monitor detailed and fully implemented health plans that include input from specialist healthcare professionals such as occupational therapists, speech and language therapists, physiotherapists and a dietician. Careful and conscientious recording by staff is promptly reviewed by the nursing team to ensure that residential students' medical needs are fully met. The lead nurse has excellent relationships with consultant neurological paediatricians, some of whom hold their clinics and consultations with residential students at the school. A further development to support residential students' well-being is the recruitment of a counsellor to work directly with residential students to promote their emotional and psychological health. Systems for the administration of medication are robust. Staff are well-trained to manage medication safely, with frequent observations and audits by nursing staff to monitor safe practice.

Very detailed and comprehensive planning and support is provided by staff for residential students as they prepare to leave the school and move on to college placements. Staff work closely with the residential student, their family, local authority and prospective placement. The focus is on ensuring that the residential student's next placement has relevant and comprehensive information about their individual needs. Each residential student has a transition passport and portfolio, which contains input from all therapists to ensure that their specific needs will be met.

Residential students participate in a range of evening activities with the aim of providing opportunities for them to relax and enjoy their leisure time while at the same time promoting their independence and social skills. They use the well-equipped resources that the school offers including a swimming pool and woodland which is fully adapted for wheelchair access. They take part in local community activities to expand their social experiences. Staff promote residential students' individual interests ensuring that they participate in activities of their own choice in addition to group activities.

The views of residential students are important to staff. Residential students are represented on the school council, which is a strong and active forum for residential students to put forward their views and ideas. Recent issues raised through the school council include vehicles keeping to the 20 miles per hour speed limit on the lane to the school, ideas for activities and suggestions for the menu. Staff value these opinions, consider the matters raised and provide constructive feedback, thus demonstrating to residential students that they listen and residential students' views are important.

Accommodation for residential students is spacious, comfortable and suited to their needs. Staff encourage personalisation across all aspects of their school and residential life and their bedrooms reflect residential students' personalities. The catering coordinator provides healthy, nutritious meals. Effective procedures are in place to ensure that residential students' specific dietary needs are met.

## **How well children and young people are protected**

**Outstanding**

Extremely effective safeguarding measures protect residential students. Staff are acutely aware of the vulnerability of residential students and their responsibility for protecting them. Residential students are happy and relaxed in the residential setting. Trusting

relationships with staff are at the heart of safeguarding practice. Residential students feel safe knowing that they can talk to staff about any concerns or worries that they have and that staff will listen and respond. Parents report that they have no concerns about their children's safety.

Staff are well-trained to identify safeguarding issues and are alert to any concerns. They are diligent in informing managers of such matters and there is a robust procedure for considering issues affecting residential students' welfare. There is a team of well-trained designated safeguarding advisors who consider all reported safeguarding concerns. They take appropriate action, including referral to external authorities and ongoing monitoring of the well-being of residential students. A specialist safeguarding team within the organisation monitors all safeguarding matters and provides specific advice and guidance. Detailed records of child protection referrals, including a chronological audit trail of action taken and decisions made, clearly demonstrate a rigorous approach to keeping residential students safe.

The safeguarding training that staff receive includes expanding their understanding and awareness of current issues that can present a risk to young people such as child sexual exploitation, e-safety and radicalisation. With a challenging approach to staff's attitudes to safeguarding issues, leaders and managers encourage staff to consider all aspects of protecting residential students' welfare.

High staffing levels enable residential students to receive close supervision and support to address their complex needs. There have been no incidents involving residential students leaving the school without permission since the previous inspection. Behavioural difficulties are viewed by staff in the context of residential students' communication difficulties. As residential students learn to express themselves and develop communication skills, their need to convey their feelings, thoughts and opinions through behaviour reduces. Staff undertake training to support residential students with their specific form of communication. Through thoughtful, sensitive and consistent support from staff who understand their complex and specific needs, residential students develop a sense of safety, protection and trust, enabling them to respond to the support that staff offer. Physical intervention is not used. Staff know and understand each student very well and successfully implement personalised support strategies.

Very detailed, up-to-date and individualised plans and risk assessments provide staff with clear guidance to protect residential students. Rigorous health and safety checks by the maintenance team demonstrate their commitment to ensuring a safe physical environment for residential students. Residential students have personal evacuation plans to guide staff in assisting them to leave the building in the event of an emergency. Staff undertake practical training so that they are familiar with each student's needs in such circumstances and they can effectively protect them from harm.

Recruitment procedures are robust, ensuring that only adults who have been checked as being suitable to work with children are employed. Senior staff have undertaken training in safe recruitment practices and a trained member of staff is part of the interview panel.

Highly effective leadership and management of the residential provision enables staff to create a safe and caring environment where residential students have opportunities to continue learning independence, communication, mobility and social skills. The head of care has been in post since September 2016. She is a highly qualified and experienced occupational therapist and her specialist knowledge and expertise ensure that residential students benefit from a truly multi-disciplinary approach in the residential provision.

To implement a holistic approach throughout the waking day, the staff team working with the residential students throughout the school day continue to support residential students during the evenings. This consistency and continuity of care benefits residential students as staff support them to consolidate and utilise their learning in the residential setting. Therapists are an integral part of the team, sharing their specialist skills and knowledge so that all staff in the team learn to the benefit of residential students.

Training and development of staff have a high priority to ensure that all staff have the necessary skills and knowledge to effectively support residential students and promote positive outcomes. Staff have opportunities to ensure that they keep up to date with best practice developments and undertake training to extend their competence to meet the complex needs of residential students. All staff are required to achieve the level 3 diploma for residential childcare. The induction, personal development programme and supervision systems ensure that staff understand their role, have clear objectives and receive training to support student progress and achievement.

Monitoring of the residential provision is a continuous process on all levels to drive improvement and ensure that residential students benefit from high standards of care and opportunities to develop. Regular monitoring visits by an independent visitor and governor result in recommendations for improvement when necessary. Quality assurance visits from external managers and annual parents and carers surveys contribute to the ongoing evaluation of the service. Leaders and managers are not complacent. A comprehensive and focused development plan identifies areas for action to maintain and improve standards of care and promote positive outcomes for residential students. Currently, the head of care is ensuring that night staff are fully involved in team training and are providing the optimum standards of care during the night.

The points of improvement identified at the last inspection have been fully met. An occupational therapist is working with a group of residential students to make a video for new students giving them a flavour of life in the residential setting in an accessible format. Designated safeguarding advisors record clear audit trails of decisions and actions taken following the identification of safeguarding concerns. The head of care has implemented systems for night staff with clear lines of responsibility.

Working with parents and carers is a strength of the school. Staff work collaboratively with families, know them well and keep them informed of the student's progress so that residential students benefit from a consistent approach and their needs are identified and met. Parents report positively on the effective relationships with staff. Staff resolve any concerns or queries promptly. Consequently, there have been no complaints since the last inspection.



Information about the school is available on the organisation's website but does not provide sufficient information on the residential provision for parents, carers or other interested parties. Similarly, the statement of principles and practice for the residential provision does not fully reflect its ethos and practice.

## What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against 'Inspections of boarding and residential provision in schools: the inspection framework'.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

## School details

<b>Unique reference number</b>	135814
<b>Social care unique reference number</b>	SC014584
<b>DfE registration number</b>	135814

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	Residential special school
<b>Number of boarders on roll</b>	18
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	3 to 19
<b>Headteacher</b>	Hazel Darby
<b>Date of previous boarding inspection</b>	21/03/2016
<b>Telephone number</b>	01403 782294
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