

# Camphill Wakefield (Pennine Camphill Community Limited)

Monitoring visit report

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<b>Unique reference number:</b>	10286512
<b>Name of lead inspector:</b>	Jacque Brown, His Majesty's Inspector
<b>Inspection dates:</b>	26 and 27 April 2023
<b>Type of provider:</b>	Independent specialist college
<b>Address:</b>	Wood Lane Chapelthorpe Wakefield WF4 3JL

## Monitoring visit: main findings

### Context and focus of visit

This was an unannounced monitoring visit focused on safeguarding arrangements and was undertaken with reference to the 'Further education and skills handbook'.

### Theme

#### **How effective are arrangements implemented by leaders and managers to keep learners safe? Insufficient progress**

Leaders and managers do not ensure that staff use important information about individual learners when planning off-site visits. Staff complete appropriate generic risk assessments for off-site visits that identify potential risks to learners, such as the need for heightened vigilance of road safety awareness. However, they do not apply their knowledge of learners' health, care and behaviour support needs when preparing to take learners out of college. As a result, they cannot guarantee that learners are safe in these situations. For example, staff do not consider the potential risks for learners who have food allergies when planning visits for food shopping. As a result, they do not identify the control measures that need to be in place to prevent potential risks to learners' health and safety.

Leaders and managers do not ensure that all information recorded for learners with allergies is accurate. They have recently identified that they have potentially inaccurate information for a very small number of learners in the documentation that staff use. Leaders and managers have initiated a full review of the information recorded for learners with allergies.

Leaders and managers rightly recognise that staff do not consistently record safeguarding concerns and incidents using their online reporting systems. This is particularly prevalent with residential care staff. As a result, education staff who need to be aware of safeguarding concerns that occur in the residential setting do not always have the information they need to understand possible risks to learners. A new head of care has recently been appointed and is in the process of revising the culture and reporting procedures in residential accommodation. However, it is too soon to see the full impact of their actions.

Leaders and managers have recently reviewed the care plans for learners with epilepsy, to make them more rigorous. Staff completing the plans identify triggers and warning signs, provide a description of a typical seizure, and record the action required and when to call for an ambulance.

Leaders and managers have recently introduced epilepsy training for staff. Most education and residential staff have completed this training and are more aware of

how to support learners in the event of a seizure. Staff who have not yet completed the training work alongside other members of staff, so they are not working on their own with learners.

Leaders and managers work well with external health and safety specialists, who have recently conducted a rigorous review of workshops and farm areas. They have used the information from audits to prioritise and tackle serious concerns about potential health and safety risks to staff and learners, such as the safe disposal of old equipment, animal medicines and substances hazardous to health.

Staff complete accurate risk assessments of curriculum areas. In the horse-riding school, staff carefully consider the hazard control measures that need to be in place to ensure the safety of learners. For example, they complete assessments of how to use the hoists safely. In the pottery workshop, staff ensure that risk assessments are appropriate, and they acknowledge how risks to learners with mobility disabilities can be minimised, such as by providing additional support to prevent spillages when working with casting materials and epoxy resin.

Staff have undertaken useful training in personal behaviour support and de-escalation strategies to improve the support they give to learners to manage their behaviour. They identify potential triggers that might escalate learners' behaviour and give useful guidance on how to avoid these triggers, how to de-escalate heightened behaviour and to apply the use of physical intervention as a last resort.

Staff clearly care for their learners and are mindful of their duties to supervise learners closely when onsite. Learners know where they are not allowed to venture within the college premises without supervision, such as in animal care and the farm. They know how to keep themselves safe in these areas, such as by wearing personal protective equipment and carrying out manual handling safely. Learners act and behave in appropriate ways when working and socialising with their peers and say that they feel safe at college.

Most staff have completed mandatory training in safeguarding and 'Prevent' duty. Individual staff have been identified to complete additional safeguarding training, such as the administration of medication. Leaders and managers are aware of the small number of staff who have not yet completed training and monitor this carefully.

Leaders and managers have recently revised their safeguarding policies and procedures. These provide staff with improved guidance for responding to and reporting safeguarding concerns.

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