

Ingfield Manor School

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

Residential provision inspected under the social care common inspection framework

Information about this residential special school

This is a non-maintained day and residential special school for children aged between three and 19 years. The school provides specialist education for children with neurological motor impairment, such as cerebral palsy and associated sensory and medical needs. Children follow a conductive education curriculum. Currently, 69 children attend the school. Of these, 19 attend the residential provision, which is named by the children as 'Acorns'.

Most children stay on a short-break or flexible basis. Others stay for weekly boarding. This was an aligned inspection with education. This report is regarding the social care provision at this school.

Inspection dates: 28 to 30 November 2023

Overall experiences and progress of children and young people, taking into account **good**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **good**

The residential special school provides effective services that meet the requirements for good.

Date of previous inspection: 14 March 2023

Overall judgement at last inspection: good

Inspection judgements

Overall experiences and progress of children and young people: good

Children benefit from highly individualised care that is consistent across the school day into the residential home. Children are confident and comfortable in the home, and they happily share their views with the committed staff team and their peers. The atmosphere is friendly with children and staff enjoying themselves in the home.

Parents are positive about the residential provision and feel that communication has improved this term. They note the progress their children have made and staff help them to be more independent and have time with their friends.

Children are supported to share their views at all points throughout the day. Their opinions are sought wherever choices can be made. Staff ensure that children know their daily routines and check that they are happy to be supported with any aspect of their physical care or transitions. This ensures that children are ready and comfortable with who is supporting them.

Children develop their skills and areas for development that link to their education and healthcare plans, and their social and physical needs. They actively engage in a wide range of activities, such as library trips and a festive party, which they often choose and help to arrange. Interactive scrapbooks show children involved in a wide range of events and developing their skills that are linked to their multi-disciplinary therapy plans.

Children's health and well-being needs are extremely well met. The dedicated nursing team ensures that all children have the correct medical care. They ensure that staff are supported to safely administer medication and assist with any delegated tasks, such as gastrostomy tube feeds and rescue medication. The therapy team ensures that all staff have the correct skills and plans to support children's physical and emotional well-being.

How well children and young people are helped and protected: good

Children have good relationships with staff and are happy in the residential environment. They ask staff for any help or support they need. Staff are attuned to the children's individual needs and know if they are appearing worried or upset.

Staff understand the risks and vulnerabilities for the children in their care, particularly due to the high level of physical support they require. Staff know the processes to follow should they be worried about a child's welfare. The online recording system allows staff to report concerns as they note them, and the safeguarding team responds swiftly and as needed. Links with the local authority and safeguarding partners are strong, and staff contribute to reviews and meetings.

Children learn about safe relationships through education and in the home. They are encouraged to voice their concerns if they are worried or unhappy about anything and know how to make a complaint if they are unhappy. Children are taught skills in advocating for themselves and understanding the risks of being exploited in all forms. Children learn about positive friendships and relationships, including sexual health and consent.

The physical environment is well thought out. The home has all the supportive equipment and adaptations required to ensure that children have an enjoyable and safe stay. Children feel safe while staying in the home.

Safer recruitment practice is followed to prevent children from being cared for by unsuitable people. The building, environment and extensive grounds are checked regularly, which means that children are protected from avoidable risks. Well-thought-out evacuation plans mean that staff know how to respond in an emergency and the children know how they will be supported if an evacuation is needed.

The effectiveness of leaders and managers: good

Leaders have good oversight of the provision and how it functions. They know the children well and have high expectations and aspirations for what children can achieve. Staff are proud of the residential provision and view it as a positive resource for the children.

Staff feel well supported, and they receive the supervision and appraisal support they need. Staff have the training they need to meet the needs of the children they care for. However, staff say that they do not have the training they need in relation to therapeutic support in a timely manner.

Staff feel that they have the time to look after children well but do not have the opportunity to care for children how they would like to. For example, they would like to spend more time with children and on their routines.

Children's progress is linked to a whole-school approach. Staff working in the home generally also work with children in the school, providing a level of consistency for children to continue to develop their skills. Joined-up working with the multi-disciplinary therapy team in the school leads to consistency in plans and approaches for children's care. This means the monitoring of children's progress and development is well considered.

The development plan for the school shows clear improvements and how and when these have been actioned. Most recently, the appointment of a deputy for the head of care has made a significant difference in oversight and support for the head of care.

Leaders make use of the good-quality monitoring by the independent person and welcome their feedback.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the social care common inspection framework. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Residential special school details

Social care unique reference number: SC014584

Headteacher/teacher in charge: Nicola Dodds

Type of school: Residential special school

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Inspector

Jennie Christopher, Social Care Inspector

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