



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Saxon Hill**

**Kings Hill Road  
Lichfield  
Staffs  
WS14 9DE**

*Lead Inspector*  
Christopher Garrett

*Key Announced Inspection*  
28 November 2006      09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Saxon Hill
<b>Address</b>	Kings Hill Road Lichfield Staffs WS14 9DE
<b>Telephone number</b>	01543 510615
<b>Fax number</b>	
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Saxon Hill
<b>Name of Head</b>	Mr Nigel Carter
<b>Name of Head of Care</b>	Wendy Arnfield
<b>Age range of residential pupils</b>	6-18 yrs
<b>Date of last welfare inspection</b>	08/06/2005

### **Brief Description of the School:**

Saxon Hill Community School is a co-educational special school administered by Staffordshire County Council Education Department. It is located in a suburban area approx 1 mile from Lichfield city centre.

The Sleep-Over Club is a 16-bedded unit attached to the school that offers respite care only to pupils of the school. It was purpose-built and operates Monday to Thursday nights inclusively, in term time only.

There is a dedicated team of care staff that operate independently of, but in close liaison with, the teaching and other staff. The head of care is answerable to the Head Teacher.

The school is part of the Councils physical disability support service that offers support to people outside the school via in-house and outreach work. The school has also been part of a special schools review that has contributed to it increasingly catering for children with more complex needs. The school is applying for specialist status (Special Educational Needs) in October 2007.

# SUMMARY

This is an overview of what the inspector found during the inspection.

This inspection was announced and took place over a two-day period. On the first day the Inspector arrived at 0930hrs and stayed until 19.30hrs on the second day the inspection lasted from 08.00hrs until 1730hrs. During the first day a second inspector attended the school with the specific task of examining how the health needs for the young people staying at the Sleepover Club were met.

On the evening of the first day of the inspection there were 14 young people staying at school.

Prior to the Inspection the Inspector had visited the school to review its responses to the recommendations made following the last inspection. At the same time arrangements were made for a number of the young people (6) to complete pre -inspection questionnaires.) During the visit the Inspector was provided with a Portfolio of evidence along with other information and documentation that had been requested.

The Head Teacher provided a pre-inspection questionnaire and a self-assessment.

Pre-inspection questionnaires were received from parents of 8 of the young people boarding at the school (Owing to an administrative error two of the parent were sent an incomplete questionnaire) Pre-inspection questionnaire were also received from 5 of the care staff.

During the Inspection the Inspector met with the Head Teacher, the Head of Care, members of the care team the cook and the administrator, The Inspector examined documentation held at the school and a sample of pupil and staff files. The Head of Care gave the Inspector a tour of the residential provision. The Inspector was invited to an evening meal and took breakfast with the young people and also went on an evening trip to the local library.

## **What the school does well:**

Saxon Hill School is a residential special school that is providing a good service and a good standard of care to the pupils who use the respite provision provided by the Sleepover Club. The school has demonstrated that it is fully committed to the inspection process and using this as a tool to improve and enhance the standard of care within the Sleepover Club. All of the recommendations, which the school can take responsibility for, have been actioned.

The care team are reflective practitioners and continue to explore way that they can enhance the service that they provide. This is reflected in the number of standards in which the school exceed the national minimum standards and the very few where there are minor shortfalls. The school has made a lot of effort to ensure that it is a safe place for the young people and staff to live and work in. Systems for safeguarding young people are kept under review and are regularly updated. Bullying is not a primary concern within the school but systems are in place to monitor and respond to any incidences.

All of the young people who completed a pre-inspection questionnaire indicated that they were "always satisfied" with the boarding provision. One of the young people stated that he/she liked staying at the Sleepover Club because it is "good fun" another stated that "I get along with everybody and its good fun" The young people indicated to the Inspector that they felt safe with the care staff. One young person commented in his/her pre-inspection questionnaire stated that the reason why he liked staying in the Sleepover Club was because "I feel safe, comfortable and I like the staff. Another said that the care staff "make sure I am safe in bed and warn me if I am heading for danger in my wheelchair."

The young people indicated that they enjoyed the activities that they were able to access and liked the fact that staying in the Sleepover Club gave them an opportunity to be with their friends. One young person commented, "I like going to the youth club and on visits. I like the activities that we do and the ladies" Another said ". I have fun and like being with my friends

A number of parents made positive comments about the support that the school provided. One young persons parents stated in their pre inspection questionnaire "our son is having physical problems at the moment with his spine and hips. The school have looked into many ways they and ourselves can assist in this difficulty ". Another commented "I am very grateful to all of the staff, they are all fair to all of the children and help to support you and your child " One parent advised that all staff at Saxon Hill are very understanding and they are always willing to listen if we have any problems. "

The school ensure tat care staff are given appropriate training to help support young people with have a range of physical disabilities and and/or learning difficulties and or complex medical needs. Care staff undertake core training covering subjects like child protection, fire awareness and moving and handling and specialist training on subjects such as the Administration of Rectal Diazepam and Buccal administration.

The Inspector found evidence that staff at the school are fully aware of the need to follow practices that ensure the pupils rights for privacy and confidentiality are respected.

The school has good procedures for the young people and parents to raise concerns or make complaints and for these to be dealt with in an effective manner.

The management of behaviour within the Sleepover Club was found to be good. This focuses on the recognition and celebration of appropriate and positive behaviour.

The Inspector formed the view that the school was providing an exceptional programme of activities, which are greatly appreciated, for the young people. This has been helped by a great deal of reorganisation and the introduction of new exciting and different activities.

The systems for consultation between the care staff and parents, significant others and the young people continue to be maintained at a high standard. The Inspector noted that staff constantly makes sure that the young people have the opportunities to express choice.

The positive and caring relationship between staff and the young people continues to be one of the Sleepover Club's greatest strengths. The interaction between them was seen to be good, relaxed, positive and based on mutual respect.

## **What has improved since the last inspection?**

The school has been proactive in addressing a number of the recommendations and advisory recommendations made in the last report. This has helped to improve and enhance the service being provided by the school. The school has implemented individual activities assessments for all of the young people. This has added to the effectiveness of the risk assessments undertaken by the school and contributes to the safe keeping of all of the young people.

Improvements have been carried out to the Fire Detection Equipment within the school. Liaison has taken place with the local fire service and advice has been provided on how to carry out the school fire risk assessment. This has led to the introduction of a new protocol for night time evacuations. The school has appointed one of the care staff to act as the Sleepover Club Fire Marshall. The member of staff has assisted in completing the school's fire risk assessment and has provided an in-house training on fire safety and fire awareness to the rest of the care team.

The Sleepover Club has now been delegated its own activity budget, which allows the care staff to plan and arrange a varied programme of activities and events. The range of activities has been extended to include ice-skating for wheelchair users!

A reorganisation of the communal area within the Sleepover Club has provided a better use of the space available. The former TV lounge has been changed into a sensory /quite room. This is a good resource for the unit. A flat screen TV has been installed on a wall in the lounge area, which allows easier access to those who want to watch it. Some of the bedroom accommodation had been upgraded. Removal of fixed furniture has improved access and space within the bedroom .New floor coverings had made it easier to move and use the portable hoists. All of the bedrooms have recently been redecorated and a number of new rise and fall beds have been installed. One of the young people stated in his/her pre-inspection questionnaire that one of the reasons why he/she liked going to the Sleepover Club was because " I love my bed ". An on call system has been provided to all of the bedrooms.

The two bathroom and shower areas have been totally refurbished and now exceeds what is required to meet this standard. One of these has been fitted with a rise and fall Jacuzzi that was extremely popular with the young people.

### **What they could do better:**

The issue of access to the sixth form study area through the Sleepover Club needs to be resolved. The school continue to explore ways of increasing the level of privacy in the bedrooms. Consultation should be undertaken with CSCI and /or Ofsted about any proposed changes to the purpose of the Sleepover Club.

An assessment of the young peoples ability to be able to independently be able to use the phone should be undertaken. The young people should be advised which of their peers they could approach for help and assistance if the wanted to make a telephone call without first having to ask an adult.

The Fire Logbooks and record of servicing to the hoists should be reorganised and standardised. A system for recording the daily and weekly checks on the vehicles should be implemented and maintained.

Their schools vetting and recruitment procedures would be further enhanced if interview notes were kept of individual files for every appointment and that references were verified by telephone with each referee. Criminal Record Bureau checks should be renewed every three years.

Induction training for care staff should include wheel chair clamping (Transporting) and on the use of the Jacuzzi.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

## The Commission considers Standard 14 the key standard to be inspected.

## JUDGEMENT – we looked at outcomes for the following standard(s):

Standard 14

Quality in this outcome area is good. The school is actively involved in promoting the health care of each of the young people.

This Judgement has been made using available evidence including a visit to this service.

## EVIDENCE:

Information relating to how the school identifies the health needs of the young people and how these are to be met has been collated from an inspection of a sample of young peoples residential files, Staff training records, an inspection of the facilities and recording procedures for the storage and dispensing of medication and from discussion with the Head of Care, the School Nurse and from observations of interactions with the young people of a handover Nursing department and Sleep over club team and from conversations with staff and some of the young people.

## Medication.

The Head of Care confirmed that the recommendations of the last inspection had been addressed in relation to medication storage. The current arrangements include storage in a mobile lockable medication trolley that is secured to the wall in the staff office. Additional storage is in a fixed, lockable cabinet.

Other medication storage is located in the treatment or medical room.

The medication administration records (MARS), were properly maintained, in so much that there was evidence that staff had signed medication at each time of administration or had recorded a code indicating why it had not been given.

Medication was recorded according to its dose and quantity, with the exception of liquid medication. It was advised that the MARS include the dosage of liquid medication.

The Head of Care confirmed that all staff responsible for the administration of medication had undertaken medication training. It was recommended that an assessment of competence was undertaken for each member of staff that should be repeated periodically. From discussion the Head of Care agreed that an annual review of competence could be considered.

The policy and procedure for the administration of medication was comprehensive and covered all areas of disposal, receipt, recording and administration of medication. A record of staff signatures and initials was maintained in the staff office, the procedure for the checking and administration of medication were satisfactory.

Evidence was provided that the maximum and minimum temperatures of the medication fridge are checked and recorded daily. At the last inspection a recommendation relating to the storage of oxygen in the Sleepover club was made. The head of care confirmed that Oxygen is no longer stored in the Sleep over club office. Oxygen is stored in the medical room in a locked metal cabinet, the school nurse stated that a warning sign had been fitted to this storage facility, and it's location had been included on the fire safety plan for the home.

The school nurse confirmed that each parent or carer is asked to complete a medication consent form at the start of the school year, this form will include the detail of any medication prescribed and confirmation that any homely remedies listed can be administered. Each child has their own supply of prescribed medication, a record of receipt of this medication is maintained, all medication received into the service must be in it's original container with the pharmacy instructions and the name of the child.

In addition the Head of Care provided evidence of the information parents are required to provide relating to their child's medication, before the Sleepover club staff can administer the medication, i.e. correct medication labelling, time of administration and original packaging. There is also homely remedies list of non-prescribed medications or treatments that can be administered at the discretion of the sleep over staff with the parent or carer's signed permission.

As required medication was carefully monitored at all times, the handover of information from the school nurse to the sleepover team and vice versa gave an account, if any as required medication had been administered and the time

and dose, ensuring the safety and well being of the young people. Additional good practice was noted in relation to the handing over of any medication that has to be managed as a controlled medication.

There was evidence of monthly audits of medication.

Currently the home has a number of medications that are treated as controlled drugs for example an anti-convulsant used in the treatment of status epilepsy. The service does not have a controlled medication storage facility as recognised under current legislation. There was agreement that advice would be sought from the Pharmacy Inspector of the CSCI regarding this issue.

It was noted that each child who was prescribed as required rectal diazepam had an individual protocol agreed for its administration and stocks for each child were stored separately within the medication cupboard.

### **First aid:**

The Head of Care stated that at least one person per shift was trained as a first aider or had a first aid at work certificate. The responsibility for maintaining the first aid boxes located at various points around the service had been allocated to a designated person. Areas of good practice were noted, including a checklist for the contents of the first aid boxes and a monthly audit of the contents with evidence of action taken if a deficit had been highlighted.

### **Health records and care plans:**

Each child had a care assessment and plan that gave a detailed account of their needs, including health emotional, social and personal care, this holistic model, provides a solid foundation for staff to work from and to inform them of the needs of each individual. A review of care plans takes place usually at least every 6 months, or more frequently between a key worker and child. In one example there was evidence that the child had been involved and had signed her care plan review.

In addition each child had separate health records and plans located in the nurses office. This assessment and plan followed the Roper activities of daily living model, it was also understood that additional records were maintained in the other health department in the school, for example speech therapy, physiotherapy. It is advised that consideration should be given to the further development of a single health record for each child.

The school nurse confirmed that health care and medical needs were overseen by the Community Medical Officer (CMO) and if necessary individual children could be registered with a local GP practice as a temporary patient, but ultimately remained registered with their own family GP. The CMO took

responsibility for overseeing developmental checks etc. Referrals are made to Community Learning disability teams and other specialist teams as required.

Risk assessments were in place, and as with care plans there was evidence of regular reviews of these.

The procedure in the event of an emergency was discussed with both the Head of care and school nurse and deemed to be satisfactory.

**Staff Training:**

The Head of Care stated that the standard of staff training was good, and had produced a training matrix that she was using to identify training deficits. This was understood to be a work in progress and did not currently accurately reflect the training that had occurred.

## Staying Safe

### **The intended outcomes for these standards are:**

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

Standards 3,4,5,6,8,10,26 & 27

Quality in this outcome area is good.

The home has implemented procedures that were known by staff, and the pupils, that have been devised to ensure that the pupils boarding at the school are kept safe and protected from harm. The procedures are supported by good practice.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

### **Standard 3**

Information regarding the issues of privacy and confidentiality within the school has been collated from an examination of a sample of 6 care plans, the Guidance, Policy and Protocol Handbook, the parents pre-inspection questionnaires observations made during the inspection and whilst on a tour of the Sleepover Club and from discussion with staff and young people. The Inspector found evidence that staff at the school are fully aware of the need to follow practices that ensure the pupils rights for privacy and confidentiality are respected.

Prior to the inspection the Inspector was provided with a copy of a document, which it is understood has been shared with all staff, titled " Setting the Climate for Intimate Care in the Sleepover Club. This sets out the principals that staff should follow when engaged in providing intimate care. The guide emphasises that intimate care must be gentle, sensitive, private and safe. Specific information relating to individual privacy issues, for example how to enter a young persons bedroom and the delivery of personal care is included in the young people care plans.

The school has produced guidance on the young people rights to have access to a phone and to receive mail. The Inspector noted that this guidance included advice on the use of mobile phones, with specific reference to those with audio and video recording facilities by both the young people and the staff. The Sleepover Club provides both a payphone and a cordless office phone which the young people can make and receive calls. Most of the young people have to ask the staff to access these. The Inspector understands that this is not to get permission but to ensure that they can get any help that might need. One of the young people explained that he knew how to use a phone but required some assistance in dialling the number. The young person said that he was happy for staff to do this for him. The Inspector noted that the staff encouraged the young people to take incoming calls in private. However most were happy to talk to their callers in the company of the other young people. The Inspector is aware that the staff had previously completed a skills audit to determine which of the young people were able to independently access and use a phone. It was suggested that this exercise be repeated and the young people advised which of their peers they could approach for help and assistance if the wanted to make a telephone call without first having to ask an adult.

The school has produced guidance in those occasions that it might be necessary to search young person belongings. A separate logbook has been

provided to record any searches undertaken. An examination of this showed that it had not been necessary to undertake a search for sometime.

5 of the 6 parents who completed the full pre-inspection questionnaires stated that they were able to meet with their children in private if they wished.

#### **Standard 4**

Information on the schools complaints procedures has been collated from an examination of the Sleepover Club Children's Guide, the statement of purpose, the children's meeting Book from information provided in the parents and young peoples pre-inspection questionnaire and from discussion with the Head of Care and care staff.

The school has good procedures for the young people and parents to raise concerns or make complaints and for these to be dealt with in an effective manner.

All of the young people spoken too and those who completed pre-inspection questionnaire were aware that they were able to raise concerns or make a complaint if the need arose .All of the young people identified someone who they would talk to if they had any concerns.

There was a general expectation amongst the young people and staff that any or concerns issues could be dealt with during the half termly children's meetings. An examination of the minutes of these meeting showed that the young people had used this forum to discuss a number of issues that had affected them. For instance, some of young people had brought it to the care staff's attention that they had been unhappy when they had been advised about a possible change of Inspector. Some of the young people had also recently raised an issue over equality when a piece of outdoor play equipment had been provided for wheelchair users only. The Inspector noted that staff had listened to the young peoples concerns and observations and had taken appropriate action. One of the young people commented in his her questionnaire that the children's meetings were a place to " talk to staff if there are any issues".

The young people are also able to raise concerns by using a complaints leaflet, which are pinned on the wall of the unit. For those young people who have communication difficulties there is a sign that they can point to if the want to speak to someone privately. Information concerning the complaints systems is included in the statement of purpose. The Parents Sleepover Club and the Children's Guide and has now become a regular agenda item in the Children 's meetings. Formal complaints and concerns are logged in a Complaints Logbook. An examination of this showed that there had been no complaints made during the period between this and the last inspection.

Information advising the young people that they can talk to the school independent person, the visiting governor and how to make contact with the Inspector is included in the Children's Guide. National helpline numbers are in display by the payphone.

The pupils at the school have recently elected a Head Boy and Head Girl. A number of the young people who stay at the Sleepover Club identified them as being someone they would approach if they had any concerns.

The majority of parents (7 of 8) who returned pre-inspection questionnaire stated that they had been given information on the schools complaints procedure and their right to raise concerns with the Inspector. All of the parents confirmed that they had not had to make any complaints.

The Head of Care advised the Inspector that staff receive information and guidance on the school complaints procedures as part of their induction package. As yet more formalised training has not been provided. The Inspector is aware that this is an issue that is being addressed by other special schools within the county. A training agency has been identified and the Head of Care advised that it is anticipated that this training will be made available to the staff at the Sleepover Club.

## **Standard 5**

Information on the schools management of child protection issues has been collated from information provided in the Guidance, Policy and Protocol Handbook, the Sleepover Club induction Handbook, staff training records, notifications sent to the Commission and from discussions with the designated people and members of staff.

The Inspector discussed the schools arrangements for the management of child protection with the Head of Care and the Acting Deputy Head Teacher who both share the role of designated person within the school. They advised that they had both participated in training specific to their role. The Head of Care explained that all new members of staff are provided with some initial information and guidance on child protection as part of their induction programme. Written guidance is included in their induction handbook. This is then supplemented by further training, which is routinely updated and refreshed. An examination of the training files showed that in Feb 2006 the school had provided a whole school training day on child protection. The Inspector was advised that this had included information on the counties revised referral protocols. The Head of Care explained that this training had been provided to all staff at the school including ancillary staff. The Inspector noted that there have been some recent staff appointments to the Sleepover Club and that these staff had missed the whole school training. The Head of Care is aware of this and is making arrangements for them then to complete the supplementary training.

The Board of Governors has asked one of its members who has considerable experience in working with young people with physical disabilities and communication problems to take a specific responsibility and interest in child protection matters.

An interesting and innovative feature of the child protection arrangement in the school is a half termly meeting between the designated people and the school nurse. Prior to these meetings the school staff are encouraged to report any concern that they might have. Significant concerns are appropriately referred to the First Response Team and low-level concerns, which do not meet the referral threshold, are logged and then reviewed during the meeting. This provides the opportunity for any concerning trends or patterns to be identified and for these to be shared with the appropriate agencies. The Inspector understands that these meetings routinely review the welfare and safety of all of the pupils attending the school.

The Inspector formed a view that the current child protection procedures and practice within the school are very good and continues to exceed those required to meet this standard.

## **Standard 6**

The Inspector found evidence that the school is proactive in creating a culture within the school that does not tolerate bullying and provides support to vulnerable young people.

Prior to the inspection 6 of the young people who stay over at the Sleepover Club had been asked to complete a questionnaire. One of the questions specifically asked the young people if they had been bullied at the School /Sleepover Club. 5 of the young people indicated that they had never been bullied. One young person who stated that he/she had been bullied and explained to the Inspector what had occurred and how she/he had " Spoken to a member of staff who had sorted it out "

Strategies recently used by the school to increase the awareness on bullying has included a whole school competition to design and to paint an anti bullying poster and participation by all of the pupils in the National Bullying day. The topic of bullying has now become a routine agenda item in the Children's meetings. The school has also recently circulated a bullying questionnaire to all of the pupils. The Inspector looked at a number of the responses made by the young people whilst checking a sample of their files. The Inspector noted that a number had stated that they had not been bullied at the school. Any information that indicated that a young person had felt they had been bullied had been passed onto the Head Teacher and the action that had been taken had been recorded on the file. The Inspector felt that this had been a valuable and informative exercise and suggested that the school should consider how

the data that had been collected could be further used, to inform and affirm the safeguarding practices within the school.

### **Standard 8**

Information relating the schools management of young people who absent themselves without authority has been collated following an examination of documentation within the school, the schools policy on absconding, the Record of Unauthorised Absences Logbook, and discussion with the Head of Care.

The responsibility for checking on unauthorised absences during the school day (Failing to turn up at school) is that of the education staff? Appropriate action is taken to follow any incidents up and records of this are kept.

The Head of Care explained that given the physical disabilities and mobility problems that the young people attending the Sleepover Club that there is not an issue regarding young people deliberately and intentionally removing themselves from the supervision of staff and the safety of the unit. However Staff recognise that there is a risk of young people wandering off or becoming separated from a group whilst on external activities and these are all risk assessed and staffed accordingly. There is appropriate guidance for staff to follow if a young person were to go missing and a record book has been provided for details of these incidences to be recorded in. An examination of this book showed that there had not been any incidences.

### **Standard 10**

Evidence on the schools management of behaviour was collated by examining parents questionnaires, the Sleepover Club Sanction Book, information included in the staff Guidance, Policy and Protocol Handbook, the young people Record of achievements and from information provided during discussions with the Head of Care and the Head Teacher The management of behaviour within the Sleepover Club was found to be good.

Staff within the Sleepover Club place an emphasis on recognising and celebrating appropriate and positive behaviour. This was very evident during the observations of the interaction between the staff and the young people. Staff were routinely praising the young people for good behaviour, helpfulness and consideration shown to others. All of the young people have an individual record of achievement in which are placed certificates and photographs, which record all of the significant events and individual successes of the young people.

Occasionally some behaviour exhibited by the young people has to be sanctioned. Advice on what sanctions can be used and those that cannot are found in the document titled Policy and procedures on control, discipline and intervention of unacceptable behaviour. Sanctions are recorded in a separate

bound and numbered book. An examination of this showed that six sanctions had been given in the time between this and the last inspection. The sanctions were found to be fair, consistent and appropriate. The Inspector noted that the young people were routinely encouraged to comment on the sanctions that they had been given.

Following a recommendation made in the last report the school has made arrangements for all of the parents to be provided with the details of the schools behavioural policy. The majority of parents who completed pre-inspection questionnaire and answered the question about whether they had been informed about the school punishments (5 of 7) indicated that they had. Parents thought that these were "suitable", "fair" and "okay".

The behavioural policy currently advises, that the staff will not use any form of physical intervention as none of them have received the appropriate training. However the policy then gives guidance on how this should be recorded if it were to occur. The Inspector discussed this with the Head Teacher who acknowledged that the guidance needed clarifying. The Head Teacher advised that this was due to take place as the school is about to start a programme of providing all of its staff with SCIP (strategies for crisis and prevention.) training. The Head Teacher explained that this will be one of the strategies that the school will use to help manage challenging behaviour. The Head Teacher emphasised that the training will provide staff with guidance on the use of de-escalation skills devised to minimise the need for physical intervention or restraint.

The Inspector was advised that the programme will take approximately a year to be rolled out. The Inspector and Head Teacher discussed the need for staff to be sure of their responsibilities during the period that there is a mixture of trained and untrained staff. The Head Teacher and Head of Care recognise that a number of the physical intervention holds used as part of the SCIP programme would not be appropriate for use with children in wheelchairs and those who have complex medical needs. They advised that in future, each of the young people would have an individual intervention plan drawn up. This will indicate which of the holds are permissible, if needed.

## **Standard 26**

The school take positive steps on a day-to-day basis to ensure that the young people, staff and visitors are safe from the risk of fire and other hazards. This assessment has been based on an examination of the school's Fire Logbook, Service Records; Risk Assessment files a tour of the building and following discussions with the Head Teacher

The Inspector was advised that the school has recently completed an upgrading its fire alarm and emergency lighting systems. An examination of the Fire logbook showed that the Fire Alarm Systems, Emergency Lighting and

Fire Fighting Equipment were being regularly tested and routinely serviced. The Fire Evacuation Records showed that the young people were regularly taking part in practice evacuations. Records were being kept that showed that all but the two most recently appointed members of staff had taken part in least two-practice evacuation since the last inspection. The current fire records are kept in a number of different locations and in a variety of different formats. These proved not to be that accessible and would benefit from being standardised and reorganised. The Inspector was present when a practice evacuation took place. This was conducted in a calm and efficient manner. The school has recently met with the local fire service to receive advice on how to complete their Fire risk assessment. Acting on the advice received that school has implemented a new protocol for night time evacuations. A bedroom plan which identifies the location of the young people who would need assistance to evacuate the building is updated on a daily basis and is located next to the entrance that the fire brigade would use to enter the building in case of an emergency.

The Head of Care advised the Inspector that Fire Awareness is part of the staff induction programme and that this is supplemented by further in house training. Other recent developments concerning fire safety within the school include one of the care staff being trained as a Fire Marshal. The Inspector understands that the member of staff has assisted in completing the schools fire risk assessment and has provided an in-house training on fire safety and fire awareness to the rest of the care team.

Records showed that Portable Appliance Testing (PATs) had been completed in 2006 and that the school boilers had been recently serviced. Other records were available relating to Disposal of Harmful Substances and for recent minor electrical alterations. Service records were located relating to the fixed and portable hoists located in the school and the Sleepover Club. These particular records were located in a number of files some of which had not been updated with recent service activity. The records were difficult to follow and the Inspector would advise that these would benefit from being reorganised.

The school has an established procedure for conducting risk assessment on the environment and on the activities offered by the care staff. The Inspector was pleased to note that the Sleepover Club now complete an individual risk assessment for each young person. Other assessments completed by the school include for wheel chair clamping (travel in the mini bus) and moving and handling. The care staff indicated to the Inspector that they were fully conversant with the range of risk assessments in place and that these were strictly adhered too. The Inspector formed the view that the current system of risk assessment for activities is robust, accessible and understood and contributes to the safety of the young people at the school.

The school has two mini buses, which can be driven by staff who have completed a mini bus-driving test. The Head Teacher advised that it is the driver's responsibility to complete a safety check on the vehicle before it is taken out. . There is not currently a system for recording when these have taken place. Similarly there are not any arrangements for the vehicles to have a more comprehensive weekly safety and maintenance check.

Visitors to the school have to sign in at the main office and entrances to the school building and parts of the main building are via locks fitted with security keypads. A burglar alarm is activated in the main school building at night .The school campus is under Closed-Circuit television surveillance. Copies of the recordings are kept and archived.

## **Standard 27**

An assessment on the effectiveness of the schools vetting and recruitment procedures has been made following an examination of a sample of staff files, records of Criminal Record Bureau Checks, the Head Teachers pre-inspection questionnaire and following discussions with the Head Teacher, Head of Care and the Administrator

Two staff files were looked at. These were chosen as they represented staff who had recent been employed by the school It was noted that the files were maintained in good order and were kept in secure cabinets located in the administration area. Records showed that two references had been obtained for both of the staff. The files contained copies of application forms and information used to prove their identity. Interview notes were said to be retained but these had not been placed on file. An examination of the files showed that the schools reference request letter specifically asked referees to provide information about any previous concerns of a child protection nature or about any disciplinary action, which may have been taken against the member of staff. The school was advised that it should routinely seek telephone verification from each referee.

There was evidence to show that CRB (Criminal Record Bureau) checks at an enhanced level had been carried out before the care staff had taken up their posts. The administrator advised that in some circumstances the local authority allowed CRB checks to be carried over from any similar current employment within the county.

The Inspector noted that CRB checks had not been completed for a number of the education staff who had been in post prior to 2002.

The Inspector was advised that the school was waiting for advice from the local authority regarding refreshing CRB checks .The Inspector recommended that this should be undertaken every three years. The Inspector noted that one

member of the care staff had had their initial CRB check completed over three years ago and advised that this should now be refreshed.

The administrator explained that she was due to attend a briefing on changes being made to the councils vetting and recruitment procedures. Amongst other things she expects to be given advice regarding CRB checks for members of the Governing Body. Currently these are only in place for those governors who have unsupervised access to any of the children.

The schools current procedures for the recruitment and vetting of staff help to prevent the young people from being exposed to potential abusers. The Inspector advised that the procedures would be further enhanced if interview notes were kept of individual files for every appointment and that references were verified by telephone with each referee.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

### JUDGEMENT – we looked at outcomes for the following standard(s):

Standard 12,13 and 22

Quality in this outcome area is good.

The Sleepover Club actively supports the young peoples educational programme.

The young people have access to a activity programme that gives them the opportunity to experience and enjoy a wide range of activities

The school is proactive in ensuring that young people receive individual support when it has been identified as a need.

This Judgement has been made using available evidence including a visit to this service.

### EVIDENCE:

#### Standard 12

Evidence on how the residential provision actively supports and participates in the young peoples education at the school has been collated from an examination, a sample of young peoples care plans and following discussion with the Head Teacher, Head of Care and with members of the care team.

The Head of Care and the care staff advised the Inspector that the communication between the care and education teams was very good. There is the opportunity for them to meet at the beginning and end of each school day providing the chance for exchanges of information to take place.

A sample young people files were looked at and showed that each of them are set a series of half termly targets. An examination of these showed that a number are set to help the young people acquire a number of different life skills. The care staff advised the Inspector that some of these are set following discussions with education staff. The Head of Care explained that there are occasions that the young people staying over in the Sleepover Club are set some homework. When this occurs care staff make themselves available to help the young people with this if required.

An examination of the young peoples files showed that the care staff are routinely contributing to and attending the young peoples statutory reviews of their educational statements.

The Sleepover Club has ample educational items such as videos, games and books. Internet access is also available. Parents are requested to sign a pupil\parent agreement for the use of school computers, network facilities, Internet access and e-mails.

A popular trip for a number of the young people is to the local library. The Inspector had the opportunity to go along with them on the evening of the inspection. Once at the library the young people were free to go and look and choose books. Sufficient staff were available to read stories to them and help if they could not find what they were looking for.

### **Standard 13.**

Information concerning the young peoples leisure and activity programmes has been collated from information provided by staff, from an examination of the young peoples individual records of achievements, the children's meeting book information provided in their pre-inspection questionnaire and from looking at the photographic displays in and around the unit.

The Inspector formed the view that the school was providing an exceptional programme of activities, which are greatly appreciated, for the young people. This has been helped by a great deal of reorganisation and the introduction of new exciting and different activities.

The Head of Care advised the Inspector that the Sleepover Club has now been delegated its own activity budget, which allows the care staff to plan and arrange a varied programme of activities and events. One of the care workers had been designated as the member of staff for activities. Evidence was found that that young people are routinely asked for suggestions about what trips

and activities they would like to participate in. The Inspector was advised that designated member of staff then makes an assessment about the suitability of the activity will arrange for any risk assessments to be completed. The Inspector found photographic evidence within the young peoples records of achievement and in displays around the unit that that as well as the expected normal range of activities such as going to the park, trips to MacDonald and to the cinema, the young people young people are given the opportunity to "push the envelope " A. recent trip included ice skating and there is planned trip to the snow dome. Potential obstacles such as wheel chair access to the ice skating rink have been overcome. Another very popular activity with the young people is to the local youth club. This gives the young people the opportunity to develop social skills as well enjoying a range of different activities.

The current staffing arrangements and an increase in the numbers of drivers on the unit means that a number of different activities can take place each evening.

The Care Staff and the young people have recently taken part in a number of fund raising activities, which had included a sponsored work around a local park. Funds have been made available for a new play equipment to be installed in the outdoor play area. This included suitable swings for use by the more ably bodied and for those in wheel chairs.

An exciting new resource for the Sleepover Club is its own sensory and quiet room. This provides a safe and stimulating space for young people to play in.

Appropriate risk assessments have been completed for all activities .As previously noted each young person has an individual assessment compiled about each activity.

One of the young people made the following comment about what she /he liked best about going to the Sleepover Club. "I like going to the youth club and on visits .I like the activities that we do".

## **Standard 22**

Information concerning the arrangements for young people to receive any individual needs that they might require has been collated from information provided by the Head of Care and an examination of the Head Teacher pre-inspection questionnaire and a sample of young peoples files.

The young people attending the school and accessing the Sleepover Club have wide range physical and mental abilities. A number have complex medical needs and /or communication difficulties. The school has close links with local health trusts that provide arrange of services on site including, speech therapy, physiotherapy, and occupational therapy. The Head of Care advised that a Consultant Paediatrician regularly visits the school and along with the school

nurse is available for consultation with care staff and the teaching staff. The school has staff who deliver conductive education and who are available to offer advice to the staff and parents on aids and equipment. The Head of Care advised that a number of the young people have been allocated a Connexions worker. Other agencies that the school will access if required have included Children and Adolescent mental Health Services (CAHMS) and specialist services provided by the NSPCC. The school have a small number of young people who are looked after and have an allocated social worker.

An examination of the young peoples files showed that each one of them has been allocated a key worker. Relationships between key workers was said to be good and a number of the young people indicated that it would be their key workers that they would talk to if they had any concerns.

The school had arrangements for a new Independent Visitor to be available for the young people. The Head of Care advised the Inspector that the independent visitor is currently visiting the Sleepover Club on weekly basis to complete an Xmas activity with a number of the young people. This is giving the young people an opportunity to get to know her and for her to meet with all of them. The Inspector and the Head of Care discussed access to the Independent Visitor. It was suggested that the young people should be given details of how they could contact the Independent Visitor at times between her visits, and consideration should be given as to how those with specific communication difficulties could make a request for contact to be made for them on their behalf.

The school has organised Family Learning and Support Group, which provided a forum for parents to meet together and to arrange for visiting speakers to talk to them. A number of parents made positive comments about the support that the school provided. One young persons parents stated in their pre inspection questionnaire "our son is having physical problems at the moment with his spine and hips. The school have looked into many ways they and ourselves can assist in this difficulty ". Another commented " I am very grateful to all of the staff, they are all fair to all of the children and help to support you and your child " One parent advised that all staff at Saxon Hill are very understanding and they are always willing to listen if we have any problems"

## **Making a Positive Contribution**

### **The intended outcomes for these standards are:**

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

### **The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

### **JUDGEMENT – we looked at outcomes for the following standard(s):**

Quality in this outcome area is good

The young people have the opportunity to be involved in key decisions about their future and to be involved in the day to day running of the Sleepover Club. The young people needs are identified and how these are to be met are set out in their care plans.

The young people enjoy sound and positive relationships with the care staff.

The school recognise need for young people to be able to remain in contact with parent's families and significant others.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

### **Standard 2**

Information concerning the opportunities for young people to influence the way that the Sleepover Club is run has been collated from an examination of the information contained in the young person questionnaires, the children's meeting book, observations made during the inspection and following discussions with the Head of Care.

The systems for consultation between the care staff and parents, significant others and the young people continue to be maintained at a high standard. The Inspector noted that staff constantly makes sure that the young people have the opportunities to express choice. Assumptions are not made that the young people are unable to express or communicate their views. For example staff were observed always asking the young people whether they wanted any particular help before providing assistance. For those young people with communication and /or learning difficulties staff have developed different strategies and approaches for them to try and determine a young persons views. Different communication aids and methods were seen to be regularly used.

All of the young people, who submitted pre-inspection questionnaire (6) made reference to the Children's meeting as being a forum for them to be consulted. An examination of the children's meeting book shied that the young people were regularly being asked about the aspects of the day-to-day running of the unit. Opinions were being routinely sought on activities, trips and menus. Evidence showed that the young people had been consulted about what changes they felt should be made to the Children's Guide and also what items that wanted to include in a promotional DVD being produced by a visiting media student. The young people had used the meetings o raise concerns over the change of Inspector to address an equality issue regarding the type of play equipment being installed. The Head of Care advised that recent reorganisation of the communal areas in the Sleepover Club and the provision on the Sensory /Quiet room had come about after a young persons had made observations about the available space for wheel chair users. The Inspector was particularly pleased to note that the young people had been recently consulted about the possible changes being considered regarding the purpose and organisation of the Sleepover Club, following a review of the special needs provision within the county.

The Inspector noted that the format of the Children's meeting has recently changed so that regular agenda items now include discussion on bullying, complaints and feeling safe.

As previously recorded all of the young people have recently been recently been asked to complete a questionnaire on bullying. Five of the 6 parents who answered questions in their pre-inspection questionnaire on the consultation that the school had with them indicated that they were always consulted about how their child should be cared for and their opinions sought before any major decisions were made about them.

The Head Teacher provided information about the consultation process that had been undertaken with all of the parents as part of the counties reorganisation of special schools. The Head Teacher advised that their views about what they wanted the school to deliver has greatly shaped the day-to-day educational programme. There are systems to ensure regular communication between the staff and parents. These include regular phone calls and the use of home books.

### **Standard 9**

The positive and caring relationship between staff and the young people continues to be one of the Sleepover Club's greatest strengths. The interaction between them was observed on a number of occasions and in a variety of settings. This was seen to be good, relaxed, positive and based on mutual respect. Boundaries were evident. During discussion with the Inspector the staff spoke about the young people with interest and enthusiasm, always playing to their strengths and achievements. Staff were observed finding different ways to engage with the young people and where verbal communication was the norm staff would speak on equal terms. Staff did not make any assumptions on behalf of any of the young people and found time to try and determine individual choices and preferences.

Staff put a considerable effort in recognising and celebrating achievements. An abundance of photographic evidence has accumulated of the activities that the young people had participated in. Success is publicly celebrated and often rewarded with certificates that are kept in the young people's records of achievements. The Inspector once again noted that young people were polite and treated each other and staff with respect and interest and would offer practicable support to one another. A number of the young people made positive comments about the staff. All of the young people who completed the pre-inspection questionnaire indicated that they always felt well cared for and that the staff made them feel safe. One young person commented on how the staff "make sure I am safe in bed and warn me if I am heading for danger in my wheelchair." Another made reference to the "ladies (care staff) being nice to all of the children."

All of the parents who responded to the question in their questionnaire asking whether the staff were caring replied, "The staff are great"

## **Standard 17**

Information on the care planning undertaken by the school has been obtained from examining a sample of the young peoples files (6) and following discussions with the Head of Care and members of the care team.

Each of the young people has a care plan in place. The procedures for compiling these and the format in which they are written are now fully established. An examination of the sample of care plans showed that they contain a comprehensive amount of information. Targets principally based on the acquisition of life skills are routinely set and regular reviewed .The standard of care planning is good and was seen to be consistent between the different members of staff. A number of the young people indicated that they were aware of the contents or their care plans and that they had been consulted about the targets that had been set.

Each of the young people have been allocated a key worker whose responsibilities include managing the care plan and working with the young people on their targets, preparing and presenting reports at the statutory reviews. Members of the care team explained that they are now timetabled to attend statutory reviews.

An examination of the minutes taken following reviews showed that the young people are asked to contribute to their reports and that a number had attended their reviews.

## **Standard 20**

Contact between the young people boarding at the school and their parents, families and significant others is not an issue as the Sleepover Club only operates for 4 nights a week. All of the pupils are on a programme of respite care and may stay for between one to three nights.

As recorded elsewhere in this report the young people have access to a payphone which is isolated in the entrance corridor and provided a good level of privacy and/or to a cordless phone located in the lounge area. Young people are encouraged to move to a private space when using the cordless phone but most were seen to be happy remaining in the communal areas.

7 of the 8 parents who returned pre-inspection questionnaire indicated that they were allowed to meet with their children in private if they wished to do so.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

## JUDGEMENT – we looked at outcomes for the following standard(s):

Quality in this outcome area is adequate

The young people live in an environment, which is secure and provides them with facilities that help them in their personal and social development.

Overall the standard of accommodation at the school is adequate. The Sleepover Club is clean, tidy, free from vandalism and comfortable. However the school still needs to address the issue of access to the sixth form which is currently through the residential unit

The standard of equipment and fixtures in the bathrooms, showers and toilets is very good.

This Judgement has been following discussion with the Head Teacher, Head of Care staff and from a tour of the building and accommodation.

## EVIDENCE:

Saxon Hill School is a purpose-designed facility, which was built some thirty years ago, to meet with the needs of children and young people who may have multiple disabilities. The general layout of both the school and The Sleepover Club whilst showing consideration for overcoming some of the specific problems facing children and young people with disabilities reflects a out of date value base and fails to meet with al of the standards and values that are now required.

The school has acted on recommendations made in previous reports to try and move from an institutional facility to one proving a more homely and comfortable environment whilst being able to provide all of the resource and equipment needed to meet the personal needs of the young people. The school and the care staff are to be commended on their efforts to continually improve on the Sleepover Club facilities.

The Sleepover Club is equipped with various adaptations to assist young people with physical disabilities.

The Sleepover Club was found to clean and tidy and with good wheelchair access. Fire doors situated in corridors around the school and into key areas are held back with magnetic devices. There are numerous security measures including CCTV, intruder alarms and keypads in place to provide on site security.

The Head of Care advised the Inspector they staff consult with the Occupational Therapist regarding furniture and fittings on the unit.

The Inspector has not been made aware of any outstanding requirements or recommendation relating to any other agencies.

The Staff in the Sleepover Club have occasionally made use of listening devices for those children and young people with specific medical conditions. Advice on their use is included in to the Sleepover Club's statement of purpose.

## **Standard 24**

The Sleepover Club is built to one end of the school. It briefly comprises of an entrance corridor, communal lounge/ dining room, sensory/ quiet room kitchen, eight bedrooms, a number of toilets and bathrooms and an office area. The school and The Sleepover Club are built on one level with flat access throughout.

The Inspector has been invited to a meeting where this has been considered and various plans and recommendations made. The Inspector has been verbally advised that the current consideration being given to this issue is to relocate the sixth form elsewhere in the school and to use the vacated room as an additional space to be utilised by the Sleepover Club. The Inspector has also been advised that at the same time consideration is being given to possible changes to the purpose of the Sleepover Club. This could possibly mean that the facilities would be used at other times (weekends and/or holiday periods). The Inspector has recommended that consultation should be undertaken with CSCI and /or Ofsted about any proposed changes to the purpose of the Sleepover Club. Extending the period of time that the facilities are used could mean that the facility has to be registered as a children's home and would then be subject to the children's Homes regulations 2001 and the national minimum standards for children's homes rather than those for residential special schools.

The Sleepover Club was found to be in good state of repair and has been maintained to a good standard. The unit was warm, radiators are protected and water temperatures are controlled.

The lounge /dining area provide an adequate space for meals and tabletop activities. A recent reorganisation of the communal area has provided a better use of the space available. The former TV lounge has been changed into a sensory /quiet room. This is a good resource for the unit. A flat screen TV has been installed on a wall in the lounge area, which allows easier access to those who want to watch it.

The Sleepover Club has two single bedrooms, one three bedded rooms (one emergency bed) and four double rooms providing sleeping accommodation for up to 8 males and 8 females. Recent changes has been the removal of some of the built in furniture in one of the larger rooms. This carpet to this room has been removed and has been recovered with an impervious floor covering. This has increased the access to the room and has made it easier to use the portable hoists. This flooring has been extended to another bedroom and the adjoining corridor area.

The school has continued to try and address the issues of privacy within the bedroom areas. A number of the bedrooms do not have doors to them but make use of curtains. The school has recently tried using a concertina type door to improve on privacy but have found this unsatisfactory. Portable screens are available for use in multi occupied rooms but it is said that the young people choose not to use these. The male and female sleeping accommodation is separate.

It is recommended that the school continue to explore ways of increasing the level of privacy in response to those issues raised in this report.

All of the bedrooms have recently been redecorated and a number of new rise and fall beds have been installed. Some of the young people had provided their own bed linen .One of the young people stated in his/her pre-inspection questionnaire that one of the reasons why he/she liked going to the Sleepover Club was because " I love my bed ".  
An on call system has been provided to all of the bedrooms.

## **Standard 25**

The bathroom and toilets facilities were sufficient for the number of young people. Sluice facilities are available. A number of the bedrooms have wash hand basins. All of the toilets and bathrooms had been provided with suitable locks. The Inspectors noted that the young people prefer to use a homemade sign indicating whether the facility is being used or is vacant.  
The two bathroom and shower areas have been totally refurbished and now exceeds what is required to meet this standard. One of these has been fitted with a rise and fall Jacuzzi that was extremely popular with the young people. Overhead tracking has been provided to the bathrooms.

The toilets and bathrooms were nicely decorated clean, tidy and free from any offensive odours

# Management

## **The intended outcomes for these standards are:**

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

**JUDGEMENT – we looked at outcomes for the following standard(s):**

Quality in this outcome area is good.

Standards 1, 28,29,30,31and 32

The school makes information available to the young people, parents and significant others concerning the boarding of pupils, which gives a good description about what, service its offers and the standards of care that the young people can expect to receive.

Staff had access to relevant training to equip them to meet the needs of the pupils.

Arrangements for the support and supervision of care staff were satisfactory.

There was effective management and organisation of the Sleepover Club.

The school arranges for the welfare of the young people to be routinely monitored by person independent of the school. This helps to ensure that the young people are safe and that there is a consistent standard of care.

There was effective monitoring of various school records.

This Judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

### **Standard 1**

Prior to the Inspection the Inspector was provided with a portfolio of evidence, which included a copy of the schools statement of purpose and the Children's guide, and the Parental Guide to the Sleepover Club Other information relating to how the school provides information on what it sets out to do for young people boarding at the school, has been collected from an examination of parents questionnaires the Head Teacher pre-inspection questionnaire and from discussions with the Head of Care.

The Head of Care advised the Inspector that copies of the schools statement of purpose are routinely sent out to the parents every year, a long with a letter advising them what services the Sleepover Club can provide. Additional information is provided in the Parental Guide to the Sleepover Club. The school produces a prospectus, which is available to parents considering placing a child or young person at the school .An examination of the documentation

showed that it provides comprehensive range information about the school and the residential services.

The Head of Care advised the Inspector that the young people are provided with copies of the Children's Handbook when they have been admitted to the Sleepover Club. These are individually produced for each child and includes details of the daily routine, activities children's meetings and identifies their appointed key worker (photograph included)

All of the parents who submitted pre-inspection questionnaire indicated that they had been given information about the school. The information provided in the school's statement of purpose and the Children's Guide is comprehensive, accessible and gives a good description of what the school sets out to do.

## **Standard 28**

Information on the adequacy of staffing in the school has been collated from an examination of the staff rota and from discussions with the members of the care team and with the Head of Care.

The Sleepover Club provided respite care for up to 39 young people in groups of 14. All of the young people who have individual packages of care and stay overnight from between 1- 3 nights a week. Each evening group is based on need and level of dependency. With the exception of the Head of Care and the Deputy Head of Care all of the care staff work part time up to 32 hours a week. This arrangement allows staffing levels to be flexible and to reflect the young peoples assessed needs and their level of dependency. Consequently staffing levels during the waking periods are between 4-5 staff on duty. Two waking night staff are on duty each evening. A member of staff who sleeps in on site provides additional support. The Head of Care provides a call out service. The majority of parents (6 of 8) who submitted pre-inspection questionnaires felt that there were sufficient numbers of staff on duty. They all felt that the staff did a good job.

The level of staffing on duty on the night of the inspection was seen to enable care staff to provide individual attention to a number of young people who required personal assistance and sufficient enough to be able to supervise a group of young people on an evening activity.

The staffing rota is organised to allow a handover period to take place at the start and end of the school day. Care staff commented favourably about recent changes to their timetable, which now provides for them to attend statutory reviews.

Unusually there have been a number of recent changes to the care team (6) with a number having retired since the last inspection. There has also been a change of cook. The young people appear to have managed the changes well.

A comment made by one of the young people and recorded in the children's meeting Book read " the new night staff are nice to know."

## **Standard 29**

Information on the training and development opportunities provided to the care staff in the school has been collated from an examination of the Training Matrix, staff training files, the statement of purpose and from discussions with the Head of Care and members of the care team.

The Head of Care has recently undertaken an audit of training and has transferred this information onto a spreadsheet, which was made available to the Inspector. It is acknowledged that some information has yet to be transferred onto this sheet. There is an expectation that the care staff will all complete core training modules in (Child protection, First Aid, Moving and handling, basic Food Hygiene Fire Safety) and specialist training which includes the administration of rectal diazepam and Buccal administration. The Head of Care acknowledged that the school has not yet formalised its training programme and stated that other areas of training that she would like to include in the core training included Health and safety, Complaints, SCIP and the administration of medicines. The Inspector has advised that consideration should also be given to including Wheelchair Clamping and the use of the Jacuzzi as part of the care staff's core training.

The Head of Care advised initial guidance for some core subjects is included as part of the staff induction programme and this is then supplemented with additional training, which is refreshed and or updated when required.

An examination of the training records showed that some recently appointed members of staff including two waking night staff who are on duty together had not yet to complete the supplementary training in child protection or taken a First Aid course. The Head of Care gave assurances that the staff rota is arranged so that these staff are supported at all times by suitably qualified members of the care team.

The school also provides some in house training. This is undertaken by members of the care team who have attended a particular course and have then cascaded this down to others (i.e. Fire assessment Training). The Head of Care has recently introduced an individual staff record book, in which will be recorded details of supervision, annual appraisals and training. This record will be useful when the school implements personal development plans for each of the staff.

Members of the care staff spoke positively about the fire awareness training that had recently been provided to them by the member of staff who had been appointed as the Sleepover Club's Fire Marshall.

### **Standard 30**

The care staff were asked about the arrangements in place for supervision and support. They confirmed that they were all regularly receiving formal supervision from either the Head of Care or the Deputy Head of Care. An examination of the supervision rota kept by the Head of Care showed that care staff were being timetabled to receive supervision at least once a half term. The care staff expressed their appreciation of the supervision that they received. One member of staff described her supervision as being "fantastic" another said that it was "helpful" and another thought that it was a "good opportunity to air any problems". They were all satisfied that sessions were confidential and explained that as well as the organised dates that they could request additional sessions at other times.

The Head Teacher advised that he had recently undertaken a performance Management Review with the Head of Care. Arrangements are now being made for him to provide supervision to the Head of Care on a half termly basis.

### **Standard 31**

An examination of the Head Teachers pre-inspection questionnaire provided details of the Head of Care's considerable experience in working with young people with physical disabilities and learning difficulties. The Head of Care has additional responsibilities, which include outreach work across the county. The Head of Care confirmed that she has now started his NVQ level 1V (Managing Residential Child care) training.

An examination of the statement of purpose and the training matrix record showed that 5 of the current team (13) have completed NVQ level 111 in the Caring and Children and Young people and two have just started the course. It is acknowledged that a number of those staff members who have not decided to take the course are due to retire during the next 18 months and consequently would possibly not be able to see the course through to its conclusion.

Staff are timetabled to be able to attend supervision, staff meetings, and annual reviews of statements. They explained that other work including record keeping is sometimes completed in their own time.

Information provided by the Head Teacher showed that the school has a planned response to a range of foreseeable crises.

### **Standard 32**

The Head Teacher had delegated responsibility for monitoring the Sleepover Club records to the Head of Care. This is a responsibility that she shares with

her Deputy. Arrangements were in place for the monitoring of general records such as accidents, complaints and sanctions. The Inspector noted that a number of records that are not routinely used on the unit (unauthorised absence book and search logbook) are not routinely checked as they have not been used. The Head of Care is advised to sign off all records so that they can be shown still be current. The Inspector has advised the Head of Care that given that as a number of records that would normally provide information to assist in a review of the quality of care are not used, that alternative means for collecting useful data should be considered. This could involve the routine circulation of questionnaires to gather the views of the service provided by the Sleepover Club from the young people, parents and significant others.

The education authority had devised a system by which Head of Care from the counties residential special schools visit each others school in turn and conduct a half termly monitoring visit. Copies of these reports are provided to the Board of Governors and forwarded to the Commission for Social Care Inspection.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	X

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	4
<b>6</b>	3
<b>7</b>	X
<b>8</b>	3
<b>10</b>	3
<b>26</b>	3
<b>27</b>	3

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	4
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>9</b>	4
<b>11</b>	X
<b>17</b>	3
<b>20</b>	3

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	3
<b>24</b>	2
<b>25</b>	4

<b>MANAGEMENT</b>	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	3
<b>30</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	X

Yes

Are there any outstanding recommendations from the last inspection?

### RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS23	Planning should continue regarding changing access to the sixth form teaching area.	
2.	RS24	Efforts to obtain suitable bedroom doors should continue, possibly in tandem with removal of fitted wardrobes.	
3	RS26	The Fire Logbooks and record of servicing to the hoists should be reorganised and standardised.	
4	RS26	A system for recording the daily and weekly checks on the vehicles should be implemented.	
5	RS29	All Care Staff should have Personal Development Plans	
6	RS27	It is recommended that CRB staff checks are renewed every 3 years	30/03/07
7	RS24	Consultation should be undertaken with CSCI and /or Ofsted about any proposed changes to the purpose of the Sleepover Club	

## **Commission for Social Care Inspection**

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