



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Dawn House Residential School

**Dawn House School
Helmsley Road
Rainworth
Nottingham
Nottinghamshire
NG21 0DQ**

Lead Inspector
Joanne Vyas

Key Announced Inspection
16th & 17th January 2007 09:00

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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Internet address	www.csci.org.uk

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 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

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

Name of school	Dawn House Residential School
Address	Dawn House School Helmsley Road Rainworth Nottingham Nottinghamshire NG21 0DQ
Telephone number	01623 795 361
Fax number	01623 491173
Email address	
Provider Web address	www.ican.org.uk
Name of Governing body, Person or Authority responsible for the school	'I CAN'
Name of Head	Ms Anne Jordan Ms Monica Uden
Name of Head of Care	Ms Kate Jones
Age range of residential pupils	5 - 19
Date of last welfare inspection	30 th January 2006

Brief Description of the School:

Dawn house School is a residential special school for children and young people aged 5-19 years old, who have been identified as having speech, language and communication difficulties. Dawn House is run by a charitable organisation called "I can"

Some children may also be referred who have learning difficulties associated with their language and communication problems.

The school has the capacity for 95 places for boys and girls, about half of which are currently boarding places.

Many children live a significant distance from the school and their boarding is the result of this rather than any other identified need.

The school is located in a village and has access to public transport and amenities such as shops and leisure facilities.

The students board in 3 houses, two for post 16 students and The Chimes. The Chimes is split into four house areas; Rufford, Chatsworth, Shire and Wollaton, each with its own staff group. All houses are in the grounds of the school. Students in the Chimes are weekly boarders, going home every weekend. Students in post 16 accommodation have the option to stay at school every other weekend.

The school fees for boarders range from £13359.75 to £18036.25 per term.

SUMMARY

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

This summary has been written in the following style so that children and young people can understand it.

The inspectors went to the school on the morning of 16th, 17th and again on 18th January. The staff knew the inspectors were visiting. The inspectors talked to students as much as possible during their visit; at lunchtime, teatime and breakfast, during activities and as a group.

The inspectors also spoke to Miss Jordan, Miss Jones and other staff, looked at the student's files and other papers, watched how staff and young people got along together and looked at the questionnaires returned to them by: sixteen parents and eleven students. No questionnaires were returned by staff or social workers. To help the inspector to write the report Miss Jordan sent the inspector information about the school. The inspector also used other information, which she already knew about the school.

What the school does well:

These are some of the good things that the inspectors found and students and the staff told them about.

Students said they really like the activities, especially shopping, sports and games. They said that staff look after them well and parents also said this. Staff have lots of training so they can look after the students properly and they know the students really well. They said that they feel the people in charge help them a lot. Students were clear about who they should talk to if they were unhappy and said that staff listen to them and take what they say seriously. Parents said that the staff are great and that they are caring.

The inspector saw staff and students getting on well together. Staff were very helpful towards students. They also saw that there are people working at the school who specialise in helping students with their communication and confidence. These people also help the staff so that the staff are also able to help students properly.

Parents said, " The staff are caring and considerate to the children. I've always been informed about anything little or major connected with my son."

"Yes, the level of care is excellent. Our son is confident to tell the carers about all his problems and feelings. Something he wouldn't have done in the past."

What has improved since the last inspection?

The staff in charge have been taught how to help students who have fits. Some record keeping has got better. Other areas, to do with the buildings, to make sure students are kept safe while staying at the school, have been dealt with.

What they could do better:

Staff and students said they didn't like the food, especially at teatime. They would like to see healthy options available. Some students' bedroom doors have glass panels and are not lockable. A student said he didn't like people walking into his room and would like to be able to lock it. Some records the staff keep about students need to be better so that all the staff know what has happened and what was done about it. Bullying by a few students is a concern for younger students and staff need to look at more ways of keeping students safe. Students said that they thought the furniture is uncomfortable and not like you would find at home.

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 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):

14, 15

Quality in this outcome area is **adequate**.

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

The health of students at this school is promoted but improvements should be made by providing healthy meals and ensuring all medication is handled safely.

EVIDENCE:

The health and intimate care needs of individual students are identified and assessed. This is recorded in a clear, accessible plan for each child detailing how his or her specific and general health issues are to be addressed. The school employs specialist professionals such as speech and language therapists (SALT) and occupational therapists (OT) to address the specific communication difficulties all the students have. Comprehensive reports are written after assessment giving specific management advice to teaching and care staff. They also provide training to staff to ensure a consistent and competent approach to a student's individual needs as well as therapy sessions to students. The SALTs and OTs work as part of a core team for each student. The core team also includes the student's form tutor, their learning support assistant and keyworker in residence.

Most students in residence are also registered with the local doctor and dentist. Students said that if they are ill they are looked after well by care staff.

The school have recently employed a school nurse on a part-time basis who also works as a medical room organiser, making her hours full time. The school nurse administers medication as well as senior care staff. All senior care staff

have received training in the safe handling of medication. Medication is stored, handled and administered safely. The school does have controlled drugs. These are currently received into the medical room, where they are securely stored until required. They are then decanted into a labelled contained so they can be stored in the houses. This practice should be reviewed to ensure the likelihood of errors is kept to a minimum. Otherwise, controlled drugs are handled correctly. Post 16 students are given the opportunity to self-medicate in accordance with a risk assessment and are carefully monitored by staff. Some staff have a qualification in first aid but most, including all the care staff only have the emergency aid in the workplace certificate. Accident forms are normally completed but new forms used by the school have meant most now do not detail the treatment given and by whom. The head teacher said she would review the use of these forms. In one case, the inspectors viewed, an accident form had not been completed at all. However, evidence was gathered during the inspection to demonstrate that staff had acted appropriately and although the inspectors felt that the student should have been taken to hospital to ensure his wellbeing, it was assessed at the time by a qualified first aider and the senior management team that this was not necessary. Some students said the meals provided by the school are alright and some thought they are disappointing, especially the teas. The staff said the food is poor. The menu is a seven-week rolling menu that was formulated some time ago in consultation with the students at the time. Teatime meals include fried and processed foods such as fishfingers, pizza, spring rolls and chicken drummers. Chips tend to be on the menu once a week. Post 16 students said they would like to see more healthy options on the menu. A student complained to the inspector that the food was too dry and consequently left most of his meal. There is a limited choice on the menu and this does not always include a vegetarian option. Students choose meals the week before they are provided. The head teacher stated that there is a healthy school initiative written into the school improvement plan. Post 16 students complained that if they were at college, they did not get a main meal, as the teas were only light teas. They said they would like to have the main meal in the evening. The Head of Care said that students are provided with enough money to buy themselves a good meal from college as the meals are heavily subsidised. This was a learning opportunity for students and the staff discuss with them the food choices they make at college. At weekends, post 16 students plan and prepare their own meals. They said they really enjoy this experience.

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):

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

Quality in this outcome area is good.

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

Staff are competent and have the skills necessary to ensure students are kept safe while residing at the school although weak record keeping does not reflect this.

EVIDENCE:

There are good child protection procedures in place and all staff receive annual updates in safeguarding children. Staff have responded in a professional way to allegations or serious concerns about the safety of students. However, the inspectors felt that where a student had been assaulted, this should have been discussed further with external agencies to ascertain whether safeguarding children procedures should have been invoked. The staff team were aware of strategies in use to keep students safe but these were not all reflected in the risk assessments and behaviour management plans.

Some students' bedroom doors have glass panels and are not lockable. A student said he didn't like people walking into his room and would like to be able to lock his room. Some students said that staff knock on their bedroom doors before they enter and some said they call their name and then walk in. Students said they didn't mind this practise.

Staff take seriously the concerns and complaints of students and say they know that their concerns are addressed and that they know about the complaints procedure. The service has a clear complaints procedure and information about this is available to students. At the time of the inspection, the Head of Care received a written concern from a student, which the Head of Care said she would be taking seriously and follow up immediately.

Staff and students said that bullying is managed well at the school. Some students said that they feel unsafe at times because of a few named students. They said they feel safe when they are surrounded by "adults." The parent of a student in the post 16 provision has written to the school on three occasions about her concerns about the bullying of her son. The inspectors were informed by staff and the Head of Care that clear strategies have been put in place to prevent further bullying but evidence of this could not be found in the student's file. Pro-active strategies employed by the school to counteract bullying include role-play, social stories, theme days, emotional literacy and discussions during assembly.

There are good procedures in place for students who are absent without authority.

Measures of control are based on encouraging of acceptable behaviour. Students confirm that they know what the standards of acceptable behaviour are. Staff view the students positively. The use of sanctions is appropriate and recorded. Students can add their comments to the record.

The school uses Team Teach to manage challenging behaviour. All staff receive training during their induction. The school has four Team Teach trainers and therefore regular updates and advice can be given to staff. Physical intervention is used as a last resort and is recorded on an incident record, in a central log and on a database. Although the format of the incident record is comprehensive, they are invariably not fully completed.

Recruitment procedures to safeguard students are robust for staff working wholly in residence. The school has a policy of checking all staff with the Criminal Records Bureau including existing staff and rechecking staff every three years. However, the inspectors were made aware of two newly appointed

staff, including one person who works across school and residence, who have not had enhanced Criminal Records Bureau clearance prior to starting employment. The head teacher stated that a mistake had been made with the type of disclosure required and that an enhanced disclosure had now been sent for. She also stated that these staff do not work unsupervised and all staff are aware of this.

Health and safety checks are robust. A fire risk assessment has been completed along with other health and safety risk assessments. The inspectors found that fire doors in The Chimes are routinely hooked open to allow for observation of the students. A fire officer made recommendations for these to be removed last year. The premises manager removed the hooks immediately and has acquired quotes for the fitting of magnetic locks on the doors that are linked into the fire system. The fire officer also recommended that staff attend fire training. This has not yet occurred but the head teacher said they have plans for this to happen. All bedrooms appear to be fitted with fire doors, some of which have had the fire safety glass removed and refitted with a wooden panel. The premises manager said he will seek advice from the fire officer to ensure the safety of students hasn't been compromised.

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):

12, 13, 22

Quality in this outcome area is **excellent**.

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

Staff provide students with the appropriate level of support. Education and leisure activities are a valued and intrinsic part of the agenda in residence.

EVIDENCE:

Students and parents said that the best thing about the school were the activities organised by the care staff. Activities are well planned and executed. They range from shopping in the local town to playing a variety of sports. Football was very popular at the time of the inspection. Even though the weather was cold, students appeared to be having a great time. Staff said the activities are important to help build students' confidence and self-esteem. Students in the post 16 provision are encouraged to organise their own activities supported by staff. Every Monday evening, in The Chimes, activities for Thursday evenings are discussed and students choose what they would like to do.

Students said they are well supported by staff with their homework. Support for personal and social well-being is identified within the care plans. Staff said if they could change something at the school, it would be to provide The Chimes with more computers to enable them to access the Internet more frequently to complete homework. However, the residential students have

access to the ICT suite in school during the evening. All post 16 students have a laptop each and have access to Broadband.
A SALT and OT said they provide staff with training to enable staff to play games with students that teach various life skills.

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**.

2, 9, 17, 20

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

The Statement of Special Educational Need, Individual Education Programmes and care plans enable staff to provide a needs led service with the student at its centre.

EVIDENCE:

Students have weekly house meetings to discuss activities. Students said they also meet with their keyworker to discuss their targets for the term. The Head of Care said that some students are encouraged to create their own targets with staff guidance. Students said they also make comments about their care plans and sign them.

Staff were observed to have very good relationships with students. Some students in the post 16 provision said that they feel staff have an inconsistent approach towards students who have close relationships with other students.

Staff said there is a "no touching" policy throughout the school but they do encourage students to go off site for "a date", in accordance with risk assessments. Staff felt this is a new area that needs further clarification and discussion. Staff also said they speak generally to students about relationships but have not discussed close relationships and what's acceptable at school with the students concerned. The inspectors thought students raised issues in a responsible and mature manner. The head teacher stated that there isn't a "no touching" policy at the school and felt that this area had been covered with both staff and students. She said she would discuss this further with the staff. Care staff have access to the Statement of Special Educational Need and Individual Education Plans (IEP). Targets link into the IEPs and so inform the success of the placement. Care plans are written well and reviewed at regular intervals. Care plans are discussed with both students and their parents. Students said they can contact their parents or their parents can phone them. A parent said, "Everyone is always friendly and I can ask any question I need to know: staff always inform me of my son's activities and progress in care and school." Another said, "Always met at the door, first name terms, offer of a cup of tea. Feeling that you can freely nose around. Key worker usually keen to show off things my son has helped with."

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**.

23, 24

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

Students are accommodated in well maintained, clean and tidy houses but furnishings and décor are drab and not of a domestic style.

EVIDENCE:

The location of the school in which the students live is well suited to the purpose of the school. Its size and the arrangement of the rooms “fits” well to the needs of the students. Students were proud of their bedrooms and they are highly personalised. Most bedrooms are single and some students thought this was one of the best things about the school. The head teacher said they are striving to make all the rooms single. The houses are well maintained, clean and tidy. The décor throughout is drab and furnishings are not of a domestic style. A student complained that the recently bought furniture in their house was uncomfortable and not homely. Another student said, “The furniture is not like they have in a usual house.” Some bedroom doors have glass panels, which students didn’t seem to mind but most rooms had locks removed. Some students said this was alright and others minded people coming into their rooms and the lack of security.

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**.

1, 28, 31, 32

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

The care staff team benefit from good management, leadership and direction, which ensure students receive consistent, quality care providing them with the skills they require for an independent life.

EVIDENCE:

The school has a well-written and in-depth Statement of Purpose. Staff said that they feel supported effectively by the management team and work well together. They said that one of the best things about the school is its communication systems.

There is a stable staff group who appear professional, competent and caring. Staffing levels are good within the houses. There is always a senior manager on site.

The school has a good induction system and training is ongoing and appropriate to the needs of the students. Most care staff have completed a National Vocational Qualification level three or four in the care of children and young people.

The Head of Care has a Diploma in Nursery Nursing (NNEB), the National Examination Board for Supervisory Studies (NEBSS), a diploma in careers education and a City and Guilds level 4 Certificate of Further Education Teaching. She has been Head of Care at Dawn House for eight years.

A parent said, "Overall I feel both the teaching staff and care staff do an excellent job. Dawn House offers specialised provision in a caring supportive environment. I feel my child has benefited enormously from his time at the school."

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	2

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	2
4	3
5	2
6	2
7	X
8	3
10	2
26	2
27	2

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

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

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

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

No

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	RS3	The head teacher should review the privacy and security of students' bedrooms. (Advisory recommendation).	
2	RS5	The head teacher should review the school's safeguarding procedures to ensure the safety of students is upheld, specifically when incidents between students should be reported to the local safeguarding team. (Advisory recommendation).	
3	RS6	The head teacher should review the safety and welfare of students residing at the school specifically with regard to persistent bullying by a few named students as students continue to raise concerns. (Advisory recommendation).	
4	RS14	The head teacher should review the practice of sub-dispensing controlled drugs. (Advisory recommendation).	
5	RS15	The head teacher should consult with students to review the menus and ensure students are given a choice of healthy, nutritious meals. (Advisory recommendation).	
6	RS10 RS14	The head teacher should review the school's recording systems specifically for behaviour management and accidents and ensure staff receive training in the use of these recording systems. (Advisory recommendation).	

7	RS26	The head teacher should complete a risk assessment for anyone working in the school without an enhanced Criminal Records Bureau disclosure. (Advisory recommendation).	
8	RS27	The head teacher should ensure the fire officer is consulted about whether the bedroom doors are fire doors and then act on their recommendations and inform the Commission for Social Care Inspection in writing of any advise given and action taken. (Advisory recommendation).	

Commission for Social Care Inspection

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