



*Making Social Care
Better for People*

inspection report

Residential Special School (not registered as
a Children's Home)

Laleham Gap Specialist School

Laleham

Northdown Park

Cliftonville

Margate

Kent

CT9 2TP

16th & 17th October 2002

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

Laleham School

AddressLaleham School , Northdown Park Road, Cliftonville,
Margate, Kent, CT9 2TP**Tel No:**

01843 221946

Fax No:

01843 231368

Email Address:

headteacher@laleham.kent.sch.uk

Name of Governing body, Person or Authority responsible for the school

Kent County Council

Name of Head Keith Mileham**NCSC Classification**

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection: First

Date and Time of Inspection Visit	16/10/02	ID Code
Name of NCSC Inspector(s)	Mark Blesky	
Name of Boarding Sector Specialist Inspector (if applicable):	None	
Name of Lay Assessor (if applicable)	None	
Name of any Signer or Interpreter	None	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Laleham. The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

This report is a public document.

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION

Laleham School accommodates up to 110 boys and girls aged between 10 and 16 who are of average to above average academic ability, but have moderate to severe learning difficulties/dyslexia, together with a smaller number of children with speech and language difficulties. Boarding accommodation is provided for boys and girls, and at the time of the inspection boarding accommodation provided for 39 children. The school is within a largely residential area on the outskirts of the town of Cliftonville, nearby are parks, and a beach.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

From information gathered on the day, discussion with staff, children and observations made, the inspector formed the view that children are supported well and able to form close and trusting relationships with the staff. Policies and procedures were clearly focussed on the welfare of the child. Discussion with all staff demonstrated that they were able to consider areas of practice and concepts that was most likely to provide children cared for. The Head Teacher and Head of Care value a hand on approach, and this facilitates the supportive culture of the school. Children's needs and wishes are appropriately the main focus of the policy's, procedures and staff members.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Some minor lapses in documentation will be addressed as reviews take place, other matters have been raised in the recommendation section of this report.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the first Inspection under the National Minimum Standards; as such this first inspection performs an audit function to gather evidence for an overview of the schools current functioning. Subsequent inspections may consider examination of areas in greater detail, potentially with alternate findings. The Inspector felt that the school had benefited greatly from comprehensive preparation, with a clear desire to work towards the new standards. The inspector formed the overview that the Head Teacher, Head of Care and staff strive towards best practice, and examples during the inspection evidenced this concept. The Head of Care confirmed that the school will continue this development to reach greater levels of achievement. Since the introduction of the National Care Standards, new expectations have been placed on all regulated schools. Appropriate documentation, procedures and policies have been reviewed and in this manner may complement the good practice and formalise the current systems.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan is shown in Part D of this report.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	Time scale for action
1	7	To ensure that all staff are aware of the Protection of Children Act and receive guidance in this area in accordance with this standard.	January 30 2003
2	15	Food preparation area must be free from flaking paint.	Immediate
3	25	To ensure all doors detailed in this standard meet the requirements of emergency access in accordance with this standard and in accordance with 25.5.	December 30/2002

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	8	To ensure the policy is written to cover all areas detailed and in accordance with this standard. The current system will need to be updated to reflect all elements of this standard 8.4 and include the procedure for the collection of young people.
2	30	To review supervision procedure and documentation, and revise to reflect the principles, and in accordance with this standard.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person • Chair of Governors 	NO
'Tracking' individual welfare arrangements	NO
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	NO
Early morning and late evening visits	NO
Visit to Sanatorium / Sick Bay	YES
Parent Survey	NO
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answerphone line for pupil/staff comments	NO

Date of Inspection	16/10/02
Time of Inspection	10:00
Duration Of Inspection (hrs.)	14.0
Number of Inspector Days spent on site	2

Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report

SCHOOL INFORMATION

Age Range of Boarding Pupils **From** **To**

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

Zero "0" in the "Standard met" box denotes standard not assessed on this occasion.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence

Standard met?

3

The Head Teacher confirmed that this standard is met and this has been discussed with the governors. The Head Teacher confirmed that this document has been constructed to reflect the practices in the school and the manner in which young people will be cared for. The Head of Care confirmed that this document is regularly discussed and any review would be considered if seen as necessary.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	4
<p>Annual review of the child's statement. Annual parent consultation evening. Complaints procedure guidance for staff, and within the prospectors guidance is given for all parents. Each child has a home/school liaison book. A school council meeting is held every half term this is recorded and the minutes distributed. Help agencies for Childline and other support posters are placed around the school, an independent visitor attends the school and wing (areas of the school) meetings are held daily. The school uses the Widget programme and pictorial representation to ensure that the children with least ability have sufficient means in communication to make representations. A pastoral co-ordinator is employed by the school and is available at any reasonable time.</p>		

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence	Standard met?	3
<p>Nursing staff carry out all the intimate care practices for all boarders. Guidance is available for staff in the staff handbook to ensure staff members are not involved in intrusive, or personal care. The Head of Care confirmed that boarding staff have received sufficient guidance to identify areas of care that must be addressed by nursing rather than care staff.</p>		

Standard 4 (4.1 - 4.8)

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

Key Findings and Evidence**Standard met?**

3

An induction process is held for each staff member, and each staff member is given a copy of the procedure manual. Periodically specific issues are raised and discussed at staff meetings. The Head Teacher confirmed that specific issues are dealt with by bringing in trainers/visiting speakers to ensure staff receive guidance and training.

The Head Teacher confirmed that training is already scheduled in this manner, which includes guidance with policy documents/ school handbook, staff hygiene and risk assessment etc. The courses are derived from each staff group following a team appraisal. Therefore training can be identified by both boarding staff members or the senior management team to ensure affective

Number of complaints about care at the school recorded over last 12 months:

1

Number of above complaints substantiated:

1

Number of complaints received by NCSC about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

3

The Head of Care confirmed that she is in regular contact with the child protection representative from the Local Education Office. In addition she confirmed she has attended training programmes several times throughout the year. This information is then disseminated amongst the staff group and more formally at a staff inset session. A policy document is also available for staff to record even the most minor matters called a child protection form. This form is brought to the attention of the head of care and in this manner she is able to assess the complaint along with her specialist knowledge and any other matters that have been brought to her attention in her capacity as child protection co-ordinator.

Number of recorded child protection enquiries initiated by the social services department during the past 12 months:

0

Standard 6 (6.1 - 6.5)

The school has, and follows, an anti –bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

Key Findings and Evidence**Standard met?**

3

An anti-bullying policy is in place and is addressed formally. Bullying is a subject that is often raised in assemblies staff meetings and general discussions within the school. Incident logs are used to record matters of bullying and this is constructed in a similar format to the complaints recording documents. Pastoral meetings are held to discuss areas where bullying is more likely to occur, this could be individual children with differing abilities, times of the day or location. The Head Teacher discussed with the inspector that the school holds the view that bullying is a matter that the whole school will address to raise awareness, and ensure children can speak confidently about any matters that trouble them.

Percentage of pupils reporting never or hardly ever being bullied

100 %

Standard 7 (7.1 - 7.7)

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.

Key Findings and Evidence**Standard met?**

2

Liaison is maintained with the community mental health, and school health with the addition of a school nurse. The nurse in post has twenty years of residential experience and would be called in the first instance. With the introduction of the care standards commission the Head of Care confirmed that the current policy will need be updated to include all elements of this standard

The Protection of Children Act was discussed with the Head of Care, and it was confirmed to the inspector that a copy would be available for all staff and specific matters would be discussed with all boarding staff to ensure they are aware of this document.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

0

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>A "Missing Children" document is within the staff handbook and this details the procedure that must be undertaken by staff members in the event of a child that is missing. This policy is comprehensive and also details the procedure where extended absence is occasioned and police and parent reporting procedures need to be initiated. Missing person forms are kept by the school to be completed for the police. The serious incidents file is used for recording all such matters. The Head of Care confirmed that the residential wing logs provide an effective process for recording repeated absences.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence

Standard met?

3

The school has within the staff handbooks the philosophy of the school and the manner in which the children will be cared for. Within the Philosophy of Care the care principles are detailed which state the rights of each child. The Pastoral Care Policy Statement provides further guidance in the expectations of children's care by the school. The staff handbook details under the policy on discipline expectations of staff in their conduct with children on a day to day basis.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence

Standard met?

3

The Head of Care confirmed that the elements of this standard are being met and the staff handbook details the manner in which unacceptable behaviour will be addressed. The manual details restricted practices which are not to be used in any event and she confirmed that although the policy's on discipline in both the classroom and the boarding facilities share common themes, every effort is made by staff to ensure that a punishment is not negatively transferred from school to boarding or visa-versa. Rewards and sanctions are also detailed within the procedures to offer staff additional guidance. The wing (area) daily record book is also used as a means of recording issues of behaviour and also as an effective communication medium. The physical intervention policy is currently being recreated from a current working draft.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children 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.

Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence

Standard met?

4

The referral and admission procedures are largely dealt with in the schools prospectus; additional guidance is provided within the staff manual and pictorially represented within the school. The home school liaison book provides further information for both then parent and child. The Head of Care stated that the introduction to the school is specifically catered for to meet the needs of each individual child. This may be a visit for tea, a sports day, evening etc. The SENCO provides a pupil profile to the school as an individual and in terms of the effect of the existing group. Children new to the school are all subject to individual risk assessment. The school does not take emergency placements.

Standard 12 (12.1 - 12.7)

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

Key Findings and Evidence**Standard met?**

4

The Head of Care stated that the efforts that are made by both care staff and teaching staff ensure that sufficient and effective liaison is made to the benefit of the child. In addition information sharing is formalised by the residential wing log, and by a meeting each day held in the staff room, which is an opportunity to share information with one another. The staff notice board is also used by all staff including the nurse to ensure appropriate liaison and information sharing. Home school liaison books are brought by the children to each daily wing meeting (after tea) in order that specific information and any resulting task is passed to the relevant party.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence**Standard met?**

3

The Head of Care confirmed that where possible all children are given ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community. A choice of activities for boarding pupils outside class time, both indoors and outdoors and including appropriate trips, throughout the year.

The Head Teacher and Head of Care confirmed that where possible the children are encouraged to partake in activities with their peers and other children to encourage social skills and the development of friendship. All activities will be subject to risk assessment which has recently been developed called a Risk Assessment Activity Document.

Standard 14 (14.1 - 14.25)

The school actively promotes the health care of each child and meets any intimate care needs.

Key Findings and Evidence**Standard met?**

3

Health care is largely dealt with in curriculum subjects, PHSE, and the school nurse will also spend time with a child and if appropriate, with the parents. The health information bus visits the school periodically to offer the school borders and staff health guidance. The Head of Care confirmed that outside agencies or other professionals would be invited or visit for both routine and specific health matters. The parents of children would be contacted if concern was raised for a child's health in the normal course of the day i.e. smoking. Individual policies on health guidance are detailed within the staff manual and school guidance. The Head of Care confirmed that each wing has first aid trained personal in accordance with this standard. The school nurse confirmed that all medication administered is overseen by her and in her absence a medication sheet complicated in all cases by staff for her to inspect upon return.

Standard 15 (15.1 - 15.15)

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

Key Findings and Evidence**Standard met?**

3

Both children and staff stated that they receive adequate quantities of suitably prepared wholesome and nutritious food. A meals policy is published which details the manner in which meals will be provided to each. The children are canvassed in terms of likes and dislikes. The school council also discusses food on a regular basis. Boarders are also able to purchase food which is funded by the school this can be cooked by the school staff or pupil. Special dietary needs are met by the catering staff. The inspector noted that some immediate interim repair was need to paintwork in a food preparation area, as there was a risk of flaking paint falling into food.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need in a way which maximises their choice.

Key Findings and Evidence**Standard met?**

3

The Head of Care stated that the elements are met and confirmed that the parents/carers are responsible for providing the children's clothes. After school hours, children are able to wear in most cases what they wish. Pocket/money from home is kept in the office, if children wish they can keep this themselves in the lockable space provided, noted in each room. The Head of Care stated that there are many activities both indoors and out and including more formal hobby and club memberships. Children in this manner are able to choose from both the range of pursuits that the school provides as well as pursuits of their choice. Children spoken to understood the concept of choice and there rights to state their views in terms of choice.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- 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.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence

Standard met?

4

The Head of Care confirmed that the elements of this standard are met. The inspector and the Head of Care used a selection of files that relate to the children to confirm that each of the elements and principles are addressed. The Head of Care confirmed that in terms of individual needs of each child, these are documented within the care plans and confirmation that each child has fulfilled the particular task is detailed in wing log books and daily logs. Much of the children's care plans are drawn initially from the child's statement and it was confirmed that children are given the opportunity to develop new interest and pursuits once they have settled in. The medication is monitored with along with other intimate care needs by the school nurse with parental consent. Each child has access to the care plan and signs agreement, and has their own copy, with pictorial support to aid understanding and communication.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

The Head of Care confirmed that the elements of this standard are being met. Documents that are used to record elements of this standard were inspected and where appropriate in some cases, not inspected, but confirmed by the Head of Care to have been completed. The school nurse, visiting, GP and dentist oversee the health needs of children and parents are consulted throughout this process and in many cases accompany the child during examination or treatment. A signatory accompanied each sample file seen and each signature is accompanied by a printed name. The file recording was seen to be of high standard and the cross referencing of documents was evident.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?**

3

The Head of care confirmed that each and every member of staff has a staff file and personal file which follows the principles of recruitment detailed in the standard. A selection of staff files were inspected and also the supervision details. The Head of Care confirmed that the supervision procedures have been reviewed to meet the frequency detailed in this standard and that documents are archived in accordance with this standard.

Standard 20 (20.1 - 20.6)

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

Key Findings and Evidence**Standard met?**

4

Children generally have open access to family members outside of any imposed and stated restrictions. Children are able to use the telephone or have a staff member telephone for them if they wish and family members can arrange to visit their child. A Home/School agreement document is signed by the parent and the Head Teacher which details and agrees expectations of both parties. All children at Laleham School are allocated a key worker who would be involved in any matter that concerned contact, with their specific key child. The importance of liaison with parents and family members is detailed across a range of documentation and serves to underpin care planning. School/Home books are also used to encourage fluid communication between staff and parents guidance in the aims of the books is also published to assist the correct use. Systems examined appeared to provide a high standard of achievement reached in this area.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implementing any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence**Standard met?**

3

The Laleham School caters for year 7 to year 11 school age children and as such is involves the older children in proprietary pathway planning. This takes the form of life skills training, ie cooking/budgeting/life skills. The Head of Care confirmed plans that need to be made for the child to leave school are made with the designated staff member, Head Teacher, parent, and responsible educational authority. A policy document is published which deals with the need to prepare children towards pathway goals. The Head of Care confirmed that the pathway planning documentation is under review and the revised documentation will address the importance of children gaining independency skills more comprehensive.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence**Standard met?**

3

The Head of Care confirmed that all children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular difficulties, receive help, guidance and support when needed or requested. This is achieved in a number of ways, planning and assessment with the child, frequent, regular liaison with parents, and where appropriate liaison with other professionals. In addition close working practices between teaching and boarding care staff. The inspector noted that complimentary to this was a very much 'hands on approach' by the Head Teacher and Head of Care which was observed throughout the two days of inspection.

PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school does not have the facilities to provide residential care for non-elected wheelchair users. A member of staff is employed as an occupational therapists, and as such is able to offer direct guidance to pupils staff and parents. The Head of Care confirmed that there were no outstanding requirements from the statutory agencies. The school have recently enhanced the security system throughout which includes CCTV coverage which has been publicised in a news letter to all staff and children and governors.

Standard 24 (24.1 - 24.19)

The school provides adequate good quality and well maintained accommodation for boarding pupils, which is consistent with their needs.

Key Findings and Evidence	Standard met?	3
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All the young people's rooms were found to be well decorated and maintained and also individually personalised where possible. Each room had suitable bedding, storage, furnishings, floor coverings and heating. All the bedrooms reflected the young people's identities and interests. The interior and exterior was well presented and had a fresh appearance (apart from the some areas that needed repainting/re-decoration). There are three wings each with optional living/communal areas, a games room, and a kitchen/dining area (for snacks). There were study areas in the bedroom an equipped area specifically in the communal area. Personal hobbies are promoted with specific craft/hobbies rooms available to promote choices. The young people are involved in the decoration of the whole building by being consulted, which is of a good standard in most areas. Areas that need minor re-decoration were pointed out to the Head of Care, who agreed to address these issues as a matter of urgency. Specific room is available for visitors to the school.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

2

The school meets the required ratios for toilets and bathrooms. They are sited frequently between clusters of bedrooms and are designed well. They are individually decorated in the main to a good standard with areas that need minor attention pointed out to the Head of Care. All doors are fitted with appropriate locks as required apart from one bathroom door, which has an inside, bolt, with the exception of this one wing (Viking) which will need replacement, safety locks to comply with this standard, all other doors were satisfactory. The Head of Care confirmed that the staff have the use of separate toilet and shower facilities.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

3

The Head of Care confirmed that electrical installations and equipment are checked at least every three years. Boilers are maintained annually. Electrical appliance records were inspected and recording seen was of good standard. The caretaker is charged with the responsibility for the larger electrical and fuel installations. The Head of Care confirmed that the caretaker is in fact a leading fire fighter with support and liaison with the local fire brigade. The Head of Care confirmed that the fire book is kept in accordance with this standard and she overviews periodically. She confirmed that she is also present during fire drills which she oversees.

STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual / sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

3

The Head Teacher and Head of Care confirmed that all staff recruitment is conducted in accordance with this standard. The education department also carries out checks for new staff members. Discussion was held with the Head Teacher and Head of Care regarding the importance of ensuring adequate and appropriate checks are conducted on all staff personal. The Head Teacher confirmed that he would personally oversee new staff appointment and would consult with the Head of Care about decision-making, recruitment and evaluation of any new staff member. In this manner the Head Teacher confirmed that great care is used to ensure safety is maintained in recruitment decisions.

Total number of care staff:

8

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence

Standard met?

2

All staff whether ancillary/care or other are accountable to the head of the wing and then to the Head of Care. The induction procedure is similar for all staff members although specifically related to the position they are employed to fulfil. Although these issues are in part addressed the Head of Care agreed to ensure that the procedures specifically address each point under this standard. The Head of Care confirmed that the school's staffing policy meets the requirements of this standard and that the principles of this standard are being met in accordance with this standard.

Standard 29 (29.1 - 29.6)
Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence	Standard met?	3
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The Head of Care confirmed that training programmes are overseen by her and that necessary training is achieved as soon as practicable, following prioritising and risk assessment.

All staff are expected to receive periodic training which is both part of the expectations of their post and identified as being of specific use or need for the staff member or group. Training programmes that relate to welfare are agreed through the Head of Care, who is responsible for ensuring that training programmes meet the requirements of the National Care Standards regulations 2002.

Standard 30 (30.1 - 30.13)
All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence	Standard met?	2
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The Head of Care confirmed that the frequency of supervision meets the requirements of this standard. Records were inspected and the staff members were all spoken to as a group and supervision discussed. All staff confirmed that they were adequately and consistently supported and had open access to informal supervision at any reasonable time. The Inspector discussed with the Head of Care that the current records would benefit from increased structure and staff would benefit from having a formal written supervision agreement, this would ensure staff were all aware of both the advantages and limitations of supervision. The Head of Care agreed to review the current procedure and publish a written agreement for all staff members to consider. All staff members and the Head of Care confirmed that staff rotas are constructed in accordance with the principles of this standard.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible child care.

Key Findings and Evidence

Standard met?

3

The Head of Care anticipates by 2005, a minimum ratio of 80% of care staff will have achieved a level of training in accordance with this standard. The Head of Care confirmed that each and every staff member has non-contact time and this is the time set aside to ensure that an appropriate amount of time is given to each task detailed within this standard, i.e. staff supervision, staff meetings, handover sessions.

The Head of Care confirmed that no children formally hold responsibility over other children. Appropriately, guidance (supervision by staff) is encouraged when children are completing tasks with one another and particularly older children, to ensure the setting good examples for younger children to follow.

Percentage of care staff with relevant NVQ or equivalent child care qualification:

0

%

Standard 32 (32.1 - 32.5)

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

Key Findings and Evidence

Standard met?

3

The Head of Care has been fulfilling her current role for seven years and twelve years in a similar role prior to her time in Laleham School. The Head Teacher stated that she has in this manner adequately demonstrated her ability to manage this post. Financial accounts were not inspected, however the inspector formed the opinion that there was no evidence at the time of the inspection visits to suggest that financial matters negatively influenced the material aspects or staffing of the school. Therefore the judgement in the financial area is outcome based. The Head Teacher confirmed that the school provides information to the parents of each child resident in the school to meet the minimum requirements under this standard.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf half termly.

Key Findings and Evidence

Standard met?

3

The Head Teacher and Head of Care confirmed that the principles of this standard are being met, by the combination of the visiting governor, the Head Teacher and Head of Care.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

No Lay assessor in attendance.

Lay assessor protocol under the Care standards Commission is not set up at the time of this report.

Lay Assessor None **Signature** _____

Date _____

Lead Inspector Mark Blesky **Signature** _____

Date 16th & 17th October
2002

Public reports

It should be noted that all NCSC inspection reports are public documents.

PART D**HEAD'S RESPONSE**

D.1 Please provide the Commission with an Action Plan, which indicates how the Recommended Actions and Advisory Recommendations in this report are to be addressed, and a proposed completion date within the stated timescale.

RECOMMENDED ACTIONS		
Recommended Action No.	Action to be taken	Completion date
28.1	The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.	YES
28.2	Care staff on duty by day/evening ensures the level of staffing is adequate to meet the School's Satatement of Purpose. <ul style="list-style-type: none"> • More than adequate – 8 staff on duty • 5 Staff sleeping in • Team Leader for each wing on duty each day to manage the group. • Senior management team on call. 	
28.3	The school's staffing levels by day and night are appropriate to fulfil the school's Statement of Purpose, to meet the needs of the children, and to provide levels of supervision for children that are safe for children, staff and members of the public.	YES
28.4	There is continuity of staff such that children's relationships are not overly disrupted. No more than half the staff on duty at any one time by day or night at the school are to be from an external agency, and no-one from an external agency is to be alone on duty at night in the school.	NO AGENCY STAFF USED
28.5	The school increases the umber of staff looking sfter children above the minimum required by the staffing policy where children's needs or other circumstances require this.	YES

28.6	In all cases where children under 15 are resident a minimum of two staff must be on duty between 7am and 11pm each day children are resident. Where a single member of staff is on waking or sleeping in duty at night a risk assessment has been carried out and recorded in writing identifying any likely risks to children, staff and members of the public, and this has demonstrated that there is no unacceptable level of risk from such an arrangement.	8 STAFF ON DUTY
28.7	There is at least one adult in charge identifiable group of children within or outside the school, with the means to call for immediate back up from at least one other member of staff if necessary. Children are able to identify the member(s) of staff who are on duty and responsible for them, and how they can be contacted if necessary.	USUALLY 2 STAFF TO A GROUP WITH MOBILE PHONE
28.8	Where children under 15 are resident at least one member of staff is present, sleeping in or on waking night duty, in each residential unit of the school at night.	YES – 5 STAFF SLEEPING IN FOR 3 UNITS
28.9	Where only 1 member of staff is with a child or group of children in the school or with a group away from the school, that staff member has the means to call for back up from another member of staff if necessary.	YES – INTERNAL TELEPHONES OR MOBILE PHONES
28.10	The school has clear and appropriate arrangements for the supervision and where necessary escorting, children on journeys arranged by the school, which are sufficient to meet the children's needs and provide reasonable control and supervision during the journey.	YES
28.11	Staff cover arrangements for staff sickness and absence enable the level of staffing set out in the school's staffing policy to be maintained.	YES
28.12	The staff group in day to day contact with children includes staff of both genders.	YES – 6 FEMALE 5 MALE

28.13	Staff have a written record of which children and adults are sleeping in each residential unit each night, and that record is easily available.	YES – NIGHT FIRE SHEETS & LOG BOOK
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ADVISORY RECOMMENDATIONS	
Recommendation No	School's Response to Recommendation

D.2 HEAD'S AGREEMENT

Head's comments/confirmation relating to the content and accuracy of the report of the above inspection.

**Head's statement of agreement/comments:
(Please delete one of the following before signature).**

D.2.1 I, Mr Keith Mileham of Laleham School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I will seek to comply with the recommended actions set out in this report.

Or

D.2.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s), for the following reasons:

Signed: _____

Designation: _____

Dated: _____

Note: In instances where there is a profound difference of view between the Inspector and the Principal, both views will be reported.

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