



Making Social Care
Better for People

inspection report

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

Saxon Hill

Kings Hill Road

Lichfield

Staffs

WS14 9DE

16 November 2004

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

Saxon Hill

Address

Kings Hill Road, Lichfield, Staffs, WS14 9DE

Tel No:

01543 510615

Fax No:

Email Address:

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

Staffordshire County Council

Name of Head

Mr Nigel Carter

CSCI Classification

Residential Special School

Type of school

Day and Residential

special school

Date of last boarding welfare inspection:

14/01/04

Date of Inspection Visit		16 November 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Christopher Garrett	105812
Name of CSCI Inspector	2	Liz Taylor	075779
Name of CSCI Inspector	3	Mandy Brassington	114802
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Nigel Carter, Head Teacher Wendy Arnfield, Head of Care	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. 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 CSCI in respect of Saxon Hill. 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
- The Head's response and proposed action plan to address findings

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

Saxon Hill School is a co-educational special school administered by Staffordshire County Council Education Department. It shares a site with the King Edward V1 School and Leisure Centre approximately one mile from the city centre of Lichfield.

The school has a 16-bed unit offering individual based respite care to pupils and students from the school aged between four –19 years. Currently there are some 96 pupils at the school of which 32 make use of the unit, 16 are female and 16 are male. The (residential unit) known, as The Sleepover Club is apart of a purposely-designed facility, which provides flat access to all parts of the school building and immediate access to the grounds. The Sleepover Club operates Monday to Friday during term time and is staffed with two full time and seven part time Residential Social Care Workers and two night time assistants. The Residential Social Care Worker Team has strong links with the education team and other agencies providing services for the children and young people at the school.

The school is part of the Staffordshire County Council physical Disability Support Service and offers support to pupils, colleagues and families through outreach and in house activities.

The residential special schools in Staffordshire including Saxon Hill have recently been the subject of a special schools review. Whilst some parts of this have been implemented for other settings the school is still waiting for a decision on what part it will play in the counties reorganisation of services for children with physical disabilities and associated sensory, medical, leaning and communication difficulties. The school has recognised that as a consequence of the recent review that it is beginning to have to cater for children and young people who are more profoundly disabled and have more complex needs.

The residential unit is also referred to as the respite care centre and the hostel. Following a discussion with the children and young people it had been decided to the rename unit as “The Sleepover Club” as this more accurately reflects their perception the function and of the unit.

In acknowledgement of this the report will refer to The Sleepover Club whenever possible.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides and encourages

- Good liaison between parents and school
- Accurate information about the organisation of the residential facility.
- Personalised children's guides
- Involvement of parents and young people in key decision making
- Good opportunities for the children and young people to be consulted about events and issues concerning their welfare at the school. This includes access to a school council.
- Care staff are very proactive in ensuring links between education, care and medical teams.
- Involvement of children and young people in the choice of furniture and fittings
- Good relationships between staff and pupils based on honesty, respect and interest
- Good key working system.
- Good systems in place to protect young people including a complaints procedure, good child protection procedures and anti bullying policies, which are, understood by staff and the young people.
- Child centred admissions procedures
- Individual respite packages.
- Good systems in place for recognising and acknowledging good behaviour.
- Children and young people to express their own identity
- Good access to independent Visitor
- Good measured responses to Commission for Social Care Inspection recommendations

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school is to be commended on its responses to the last reports recommendations. A substantial number of recommendations were either fully or partially addressed. The Inspectors acknowledge that the school has not yet been able to address those issues surrounding privacy in rooms, as these require some major decisions to be reached and sufficient funding to realise any alterations. The final decision for alterations being made to the physical environment of The Sleepover Club is one that will require consultation with the local authority.

The school needs to focus on the following points for the coming year

- The school needs to address any recommendation still outstanding from last year's report.
- Revisit a number of policies and guidance to accommodate observations made in this report. These include the review of the Statement of Purpose to include a statement on the criteria for the allocation of young people to specific bedrooms, use of mobile phone with photographic or video recording facilities, risk assessments on bullying and recruitment procedures.
- Resiting the payphone and advising the young people how they can get hold of money to use it.
- To continue to seek advice on how the layout of The Sleepover Club can be altered to meet with the National Minimum Standards for Residential Special Schools. With particular reference to issues of privacy and space in the bedrooms.
- Address the environmental and health and safety issues identified within this report.
- Address the issues of funding for activities.
- Implements changes to the administration of medication.
- Record all measures of control and support in hardbound books.
- Review the care planning procedures in lined with observations made in this report.
- Extend the range of training and include access to inter-agency training in respect of physical disabilities and associated difficulties.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the third Inspection that the school has been inspected under the National Minimum Standards for Residential Special Schools. The school is to be commended for the manner in which it has responded to the recommendations made in the last report. A comprehensive action plan was drawn up and an evidence file was compiled to record the actions that had been taken. Although a number of recommendations had been made in the last report the school had been extremely proactive in addressing a number of these. There was also evidence that practice and procedures were being reviewed and continuing to improve. The general impression concerning the welfare of the young people is good and in a number of areas very good. The Inspectors formed a view that The Sleepover Club provides a valuable respite service to children and young people and their carers. Both parents and children spoke positively about the standards of care that they receive and their experience of boarding at the school. The relationships between staff, children and young people, parents and carers are very good and represents one of the strengths of the school. There is a proactive Governing Body. The Head Teacher and Head of Care lead a strong and committed team of care workers.

13	RS13	It is recommended that the school consider how it can extend the range of off site activities especially for those children and young people who stay at The Sleepover Club for the greater part of the week.	01/06/04
14	RS17	It is recommended that the setting of targets be reviewed and that some of these should relate whenever possible to objectives identified in the child's or young persons educational statement.	01/06/04
27	RS29	It is recommended that staff training covers all the subjects as detailed in Appendix 2 National Minimum Care Standards.	31/07/04
37	RS16	It is recommended that one member of staff on each shift is receives training for First Aid at Work.	01/06/04

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION
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Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.

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	
1	RS4	It is recommended that complaints procedure be reviewed to include those points noted in this report	01/05/05
2	RS6	It is recommended that risk assessments concerning bullying are completed.	01/02/05
3	RS6	It is recommend that the children and young people are to contribute to the development of the new bullying policy.	01/02/05
4	RS10	It is recommended that Sanctions are recorded in numbered hardbound book.	01/01/05
5	RS10	It is recommended that staff receive instruction in de-escalation skills and an appropriate means of restraint. Incidents are recorded in a numbered hardbound book.	01/05/2005
6	RS13	It is recommended that the school consider how it can extend the range of off site activities especially for those children and young people who stay at The Sleepover Club for the greater part of the week.	01/01/05
7	RS17	It is recommended that the setting of targets be reviewed and that some of these should relate whenever possible to objectives identified in the child's or young person's educational statement.	01/03/04
8	RS29	It is recommended that staff training covers all the subjects as detailed in Appendix 2 National Minimum Care Standards.	31/07/05

9	RS16	It is recommended that one member of staff on each shift is receives training for First Aid at Work.	01/06/05
10	RS3	It is recommend that the current location of the children's and young people's pay phone is reviewed.	01/01/05
11	RS3	It is recommend that the school produce a policy and guidance on the use of mobile phones.	01/04/05
12	RS4	It is recommended that the school provide general training to all Residential Social Care Worker on the nature, recognition and handling of complaints.	30/06/05
13	RS13	It is recommended that the Sleepover Club staff have access to appropriate funds to enable them to extend the range of activities.	Immediately
14	RS13	It is recommended that the school review the activities its offer and conduct appropriate risk assessments on any that have an inherent level of risk.	Immediately
15	RS21	It is recommended that The Sleepover Club staff identify those areas of the Pathway Plan that they can take responsibility for.	Immediately
16	RS23	It is recommend that the school continue to seek advice on how the layout of the Sleepover Club can be altered to meet with the National Minimum Standards for Residential Special Schools.	01/09/05
17	RS23	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.	31/03/05
18	RS26	It is recommended all windows have a fitment attached which allows them to be opened for ventilation but restricts their fully opening.	01/04/05
19	RS23	It is recommended that the school addresses the issue of overcrowding in the three bedded rooms	01/09/05
20	RS14	It is recommended that half tablets are not to be replaced in open blister packs. Medication is to be disposed of through a pharmacy and a written record maintained.	01/04/05
21	RS14	It is recommended that Oxygen cylinders are stored securely and appropriate signage displayed.	01/04/05
22	RS14	It is recommended that the school review crushing of medication in consultation with G.P and Pharmacist to ensure that medication is prescribed in an appropriate format.	01/04/05
22	RS26	It is recommended that consideration be given to sharing responsibility for risk assessing different areas to various members of a Health and Safety Committee.	01/04/05
23	RS27	It is recommended all volunteers are CRB checked prior to their having access to pupils in the school.	01/04/05
24	RS27	It is recommended a minimum of two written references are sought and gained prior to staff starting work in the school.	01/04/05

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	RS1	It is advised that when the school reviews the Statement of Purpose that the advice given in this report is included.
2	RS3	It is advised that the staff ensure that the children and young people are made aware of how they can access money to make telephone calls
3	RS3	It is advised that any policy and guidance on the use of mobile phones be extended to cover their use by staff on the school site.
4	RS4	It is advised that a regular recorded part of key working sessions is devoted to determining whether any of the children or young people, especially those with profound communication difficulties have any concern.
5	RS8	It is advised that a review of the Absence without authority Policy includes the observations made in this report.
6	RS13	Consideration should be given to the provision of a secure play area for use by The Sleepover Club.
7	RS33	It has been advised that the Chair of Governors retains a copy of the monitoring checklist for her own records.
8	RS14	It is advised that the stock control system is to be managed on a monthly basis.
9	RS15	It is advised dining furniture is reviewed to ensure it is suitable to meet the needs of all pupils.
10	RS18	It is advised care staff consider how they can demonstrate pupil's views and suggestions are sought about their care plan.
11	RS26	It is advised the Head of Care seek guidance from the Fire Officer to check whether this arrangement is adequate, considering the needs of the young people.
12	RS29	It is advised that care staff have access to inter-agency training in respect of physical disabilities and associated difficulties.
13	RS30	It is advised the timescale for formal supervision sessions is monitored to ensure compliance with Minimum Standards.
14	RS30	It is advised the arrangement for handover of information in respect of senior pupils is reviewed.
15	RS31	It is advised the care staffing arrangement is reviewed.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

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	NO

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	NO
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
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	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NA

Date of Inspection	16/11/04
Time of Inspection	08.30
Duration Of Inspection (hrs.)	24
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 CSCI assessment of the extent to which standards have been met. The following 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 scale ranges from:

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

"0" 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.

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

Saxon Hill is primarily a day school and all parents and significant others receive information about the organisation of the school via the School Brochure. All pupils at the school have the opportunity to be referred to the residential unit known as The Sleepover Club. Parents, significant others and the children and young people are provided with information about the club in its Statement of Purpose and in document titled "Saxon Hill Respite Centre The Sleepover Club" and in the children's guide titled "Saxon Hill Sleepover Club".

An examination of these showed that the adequately set out what the school is setting out to do and the manner in which the care is provided.

The Statement of Purpose dated Oct 2004 has recently been reviewed and revised to reflect advice given in the last report. During the Inspection the Inspectors have offered further advisory recommendations that could be included during its next review. These include a statement on the criteria for the allocation of young people to specific bedrooms. This should provide an explanation why the school has chosen not to fully comply with the DFES guidance that children with "significantly different ages" (over two years) should not share a bedroom. Advice should also be given about the procedures the school will follow if a young persons medical condition require the use of a listening devise during the nighttimes.

The parent's guide titled "Saxon Hill Respite Centre The Sleepover Club" has now been provided with additional information in the form of a document titled "Protocol for Parents and Children that use The Sleepover Club". The combination of both of these documents provided comprehensive information about the services, procedures and routines relevant to The Sleepover Club. A number of parents returned questionnaires to the Inspectors and their responses indicated than they had all been provided with information about the school and The Sleepover Club.

The children and young people have been provided with a children's guide. This had been produced in a format that makes it accessible to most of the children and young people. The guide provides some basic information about The Sleepover Club, it's organisation, facilities and the range of activities that the unit offers. Each of the guides are personalised and the Inspectors felt that inclusion of a picture of the proposed key worker was an example of good practice. The Inspectors were advised that some suggestions made about how this guide might be altered to include additional information had been put to the young people but they

had been unhappy about making any changes to it. The young people had indicated to staff that they felt that they “had ownership of the guide as they had been involved in the writing of it”. The Inspector understands that an addition to the guide has been produced and whilst the children and young people do not want to take ownership of this they have agreed that it might be used.

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?	3
<p>The Inspectors found ample evidence that the views and opinions of the children and young people and their parents and significant others are routinely sought about decisions that may affect their daily life and future.</p> <p>One of the aims of The Sleepover Club is to provide the children and young people “with opportunities to develop the ability to develop their decision-making, including choice“. The inspectors felt that the professional and personal motivation demonstrated by staff to achieve this aim has a significant impact on the delivery of good care practices within the school.</p> <p>Staff did not make any assumptions on behalf of the children and young people. The Inspectors observed staff routinely asking children and young people to indicate to the best of their ability their choices about all aspects of their care and daily like. Routines within the units support this aim. For example, the simple practice of not having designated seats at dining table allowed regular choices to be made and preferences expressed.</p> <p>The Residential Social Care Workers hold regular half termly meetings with the children and young people. These are held on different nights so that those children and young people who might only be staying on one particular night have the opportunity to make a contribution. The Meetings are minuted and any matters arising are addressed in the following meeting. An examination of the children's meeting Book showed that items recently discussed included meals, activities and advise on complaints and bullying. A number of the young people indicated that they had been consulted about recent decoration to some of the unit's bedrooms.</p> <p>A further feature of the school is that it has a school council, which has representation from the pupil and student body. Some of the young people explained to the Inspectors some of the issues that they had raised with the council and the outcomes.</p> <p>An examination of the young people's files showed that some of the older children have been in attendance at their annual or statutory reviews. The Inspector noted that parents and significant others are routinely invited to attend reviews.</p>		

All of the parents who returned questionnaires indicated that they had all been asked for their opinion before any major decisions had been made about their child and that they are then regularly informed about any decisions made.

A number of the young people have communication difficulties and the school provides a range of aids and systems to assist with communication. The school has recently introduced Makaton sign language and an examination of staff files and the Statement of Purpose showed that a number of care staff have received training in its use.

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?****2**

The inspectors found sufficient evidence to support that staff have awareness and understanding of the need to respect privacy and confidentiality. Staff were careful not to discuss personal information in front of other children and young people and were observed asking permission to enter bedrooms. Guidance on privacy and confidentiality is provided to staff in several documents that can be found in the staff handbook. This includes one titled "Guidance on privacy and confidentiality". This provides advice on access to a children's and person records, passing on information, access to children's rooms, and on personal care including showering, bathing and the use of toilets. The inspectors noted that individual personal advice on all of these areas is included in the children and young peoples care plans.

The school has arrangements in place for children and young people to receive and make telephone calls. The Sleepover Club has recently installed a payphone that is located in the corridor connecting it with the main school. This current location of this phone needs to be reviewed, as the corridor is unheated, occasionally used for activities. It is on a main thoroughfare to and from the school and does not provide any level of privacy for anyone using the phone. A number of the young people were unsure how they could get hold of any money to pay for phone calls. The Inspectors were advised that coins are readily available and staff gave assurances that all of the young people had been advised of this. Staff have agreed to design some posters advising the young people that they can get money from them to make telephone calls.

A further payphone is located in the main school but the children and young people would need to inform staff that they were leaving the unit to use this.

The Inspectors found evidence that parents have been advised that if they wish to speak privately to their child or young person that they should call in on the unit's payphone. However there is an option of calling their children or young people on the Sleepover's office phone if the call is not private.

The Inspect are aware that a number of the young people have their own mobile phones. The school has been recommended that it should provide a policy and guidance on the use of mobile phones especially those with photographic or video recording facilities. The inspectors would advise that the school also prepares some similar guidance to staff.

All of the parents who returned questionnaires stated that the school would provide somewhere private, if requested, to meet with their children when visiting the school.

One of The Sleepover Club aims as recorded in it Statement of Purpose is to provide the children and young people with the opportunity to develop the ability to have an awareness of their own and others privacy. The inspectors noted that whilst one young person was using the phone that others in the area moved away to give some privacy.

The guidance on when it might be necessary to search a child or young person possessions and belongings has been reviewed. The school has produced a logbook to record any

occasion that a search has to be undertaken. The recording included a section to be completed by the young person. The Inspector noted that no searches have taken place. The Inspector was pleased to note that even though this is the case that a system has been put in place and is operating for the record to be regularly monitored.

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?

2

The Head Teacher advised the Inspectors that the school is in the process of reviewing its complaints procedures and will be responding to the advice offered in the last report. The revised procedures will be available to parents in the next issue of the school brochure. The school needs to include in its revised procedures advice on the time scales in which a complaint will be dealt with and that complaints can be made to the Commission for Social Care Inspection. Several parents who had returned questionnaires indicated that they were not aware that they could make complaints directly to the Commission.

Parents of children using The Sleepover Club are given some advice on the school's complaints procedure in their Parents Handbook. This does include contact details of the Commission for Social Care Inspection but no information on time scales or processes. The Residential Social Care Workers receive advice on complaints in a document titled "Guidance for sleepover Staff" dated Oct 2004.

There is an expectation that children and young people will raise any concerns either in a children's meeting or with their key worker. The Sleepover Club has introduced a complaints form for those children or young people who want to make a formal complaint. The Head of Care has produced a new logbook for the recording of formal complaints. The inspectors noted that there have not been any made, but a system has been put in place for the logbook to be regularly monitored.

An examination of the children's meeting book showed that The Sleepover Club complaints procedures had been discussed in some of the meetings. A number of the young people indicated in returned questionnaires and during a discussion with the Inspectors that they are aware of the complaints process and indicated that they would take any concerns to staff. However, there remains the difficulty of determining how aware those children and young people with profound communication problems are of the process and in developing systems that they could readily access. The Inspectors would recommend that the school provide general training to all Residential Social Care Workers on the nature, recognition and handling of complaints. The Inspector would advise that a regular recorded part of key working sessions is devoted to determining whether any of the children or young people, especially those with profound communication difficulties have any concerns. An examination of the children's meeting book showed that the complaints procedures had been discussed in some of the meetings.

Helpline numbers and contact numbers for the Independent Visitor and the Commission for Social Care Inspector are displayed on notices around the unit and next to the phone.

Staff is advised about the schools whistleblowing procedures in a document titled "Whistle Blowing Procedures" dated Oct 2004.

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

0

Number of above complaints substantiated:

0

Number of complaints received by CSCI 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 School has completed a review of its child protection procedures and the Inspectors felt that as a result of this there are now better systems in place to help prevent abuse and to respond to any suspicions or allegations of abuse.

The Head Teacher has relinquished his responsibilities of being the designated person to the Dept Head (Education) and Head of Care. This ensures that there are staff available to devote the time required to respond to any child protection concerns and allows the Head to be able to act in an objective manner to any issues that may arise.

Both of the designated people have undertaken appropriate training. The school has provided whole school training programme on Child Protection to all of the care, education and ancillary staff. The Chair of Governors who undertakes regular visits to the school and the Independent Visitor have been included in the training programme. It is the Inspectors understanding that there will be regular refresher programmes.

The designated people have reviewed the schools referral process and recording systems. They are currently in consultation with local social services department to determine the thresholds that should be in place with regards to the referral of children and young people displaying any unexplained bruises.

The school has revised its Child protection guidance and these are now used to provide guidance to staff in both the education and care setting.

The Inspector is aware that unfortunately the School has recently had to deal with a complex child protection matter. The school dealt with this efficiently and in accordance to the guidance offered within the standards and Area Child Protection Committee procedures.

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

3

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?	2
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The Head Teacher advised the Inspectors that the school’s anti bullying policy is still in the process of being reviewed and that once completed this will address the need for the school to carry out recorded risk assessments on time, places and circumstances where any risk of bullying is at it greatest. However, the Inspector is aware that the Residential Social Care Workers are very proactive in ensuring that the children and young people are made aware of what bullying is and in reminding the young people what systems are in place to support them if this becomes an issue for them. This has been a subject that has been regularly discussed within the children’s meetings. A number of the young people who completed questionnaires indicated that that bullying was not an issue for them. Two young people indicated that they had at sometime been bullied, but explained that these related to incidents that had occurred during the school day. This information was shared with the Head of Care who agreed to pass it on the young person’s teacher.

There are a number of posters around The Sleepover Club advising the children and young people that if they are being bullied to talk to staff or the Independent Visitor

Percentage of pupils reporting never or hardly ever being bullied	28 %
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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?	3
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The Head Teacher and Head of Care are aware of the need to advise the Commission for Social Care Inspection or other appropriate agencies of a serious or Notifiable events. The school has recently developed a form for contacting the Commission with any notifications. This has been used on three occasions to advise about child protection concerns. The Inspector is aware that these notifications followed appropriate referrals having been made Social Services department

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

- | | |
|--|----------|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 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>The School in line with many other educational establishments uses the term 'unauthorised absence' to indicate when a child is away from school and parents have not advised the school as to the reason why.</p> <p>The school has responded to recommendations made in the last report and have produced a "Absent Without Authority Policy" dated May 2004 that offers guidance to staff in how to respond to a young person going missing or leaving the school premises without permission (absconds).</p> <p>The school is to be commended for the comprehensiveness of the guidance especially as it is not an event that it has or is likely to experience. The Inspector has made the following observations. Currently the guidance states that if staff are made aware that a child or young person has been missing from the school for more than half an hour then this should be reported to the Police and parents. The Inspector would suggest that the school conduct a risk assessment taking into consideration age, vulnerability and previous history on all of the children and young people in respect to absconding or going missing and that this be used to determine how quickly the matter should be referred to the Police.</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?	4
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The Inspector has been fortunate to have visited and Inspected the school on a previous occasion. At this time and once again on the occasion this Inspectors have both noted and agreed that one of The Sleepover Club's greatest strengths is the positive and caring relationship that exists between Residential Social Care Worker and the children and young people. The interaction between them was observed on a number of occasions and it was found to be good, relaxed, positive and based on mutual respect. Boundaries were evident. Staff spoke about the young people with interest and enthusiasm, emphasising the young peoples abilities and strengths. Staff were observed engaging with the young people in appropriate ways and where communication was possible the staff would speak to the young people and not down to them. Staff did not make any assumptions on behalf of any of the children and young people and found time to try and determine individual wishes and preferences. Staff are encouraged to praise the young people for any success or achievements and appropriate rewards are given. The Inspectors noted that the children and young people were polite and treated each other and staff with respect and interest and would offer practicable support to one another.

The atmosphere within the unit was relaxed and comfortable. Activities were undertaken at a gentle pace.

The relationships between staff and young people can be illustrated by the minimal numbers of sanctions that have had to be given and in comments made by the children and young people. A number of the children and young people went out of their way to tell the Inspectors that they enjoyed being at the unit and would like to stay more often. One young person in response to a question about what is the best thing that has happened to you responded "my key worker. Ladies look after me and are nice" Others included staff as being one of the best things about the school. Others commented on the support and help that staff gave them.

All of the parents who completed questionnaires made favourable comment about the staff including "you are always made welcome and staff take the time with you for whatever reason you have visited the school".

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?

2

The Inspectors are aware that the ethos of the school is based on recognising and celebrating success and on the development of positive and meaningful relationships between staff and the children and young people. The inspectors found ample evidence of this in the certificate's that are given to the young people when they have achieved a personal target and the pictorial records of and events that have occurred in and out of the unit. Staff are encouraged to recognise and praise any good behaviour or action. The school's behaviour policy states that the "school will use positive comments and respect all individuals and that it will deal with "unacceptable behaviour" without humiliating the individual.

The Residential Social Care Workers are advised about permissible and unacceptable sanctions. A document titled "Staff Guidance on Control, Discipline and Intervention of Unacceptable Behaviour" was found in the Sleepover Staff Handbook. The inspector has been previously advised that the sanctions have been agreed with the children and young people in their children's meetings. One of the young people indicated that he/she became aware of the permissible sanctions which include being asked to apologise, going to bed early or being asked to leave an activity, during a children's meeting.

In response to previous recommendation The Sleepover Club has introduced a new sanctions book to replace the loose-leaf system previously in use. Although this is an improvement it is spirally bound and is therefore not tamperproof. The Inspector discussed this with the Head of Care and reached an agreement on how the system should be further modified. It is recommended that all sanctions are recorded in a bound and numbered book. An examination of the new sanction book showed five entries have been recorded since its introduction in March. The Inspector noted that the majority of these and those recorded in the previous system referred to one particular young person and had been given by his/her key worker. The Inspector was pleased to note that it had been picked up by the Head of Care whilst monitoring the logbook and understands that the reasons for this occurrence had been discussed with the member of staff.

The Sleepover Club and the school currently do not agree with staff using any form of physical restraint. This information is provided to all of the Residential Social Care Workers. The young people who completed a questionnaire all stated that they have never had to be restrained or have seen it being used by any of the staff. However the school has recognised that as its role changes there is an increasing possibility that physical intervention may be required in managing some challenging behaviours.

The Inspector was advised that the Head of Care is in consultation with an external agency to identify which system of physical intervention is the most appropriate to use with children with disabilities. It is the Inspector's understanding that once this has been identified that this training, which will include the use of de-escalation techniques, will be provided to all staff. It is recommended that staff receive instruction in de-escalation skills and an appropriate means of restraint.

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 Inspectors were advised that every child or young person who is attending Saxon Hill can be referred to The Sleepover Club. Referrals are made by either parents, significant others or professional agencies connected with the school. Admissions are generally planned and are subject to availability of bed spaces. The Head of Care advised the Inspectors that the school has recently reviewed its admission process and children and young people are now offered an initial one-year placement. After this time the placement is reviewed. Given the fact that the demand for places far outstrips the spaces available, and the children's and young peoples needs are often changing, the Inspectors felt that this was a more equitable arrangement. Each application for admission is reviewed and discussed with the whole care team with the Head of Care making the final decision.

Information concerning the eligibility criteria and admissions process can be found in the in the document Saxon Hill School – The Sleepover Club and is included in the school prospectus and The Sleepover Club's Statement of Purpose. The Inspectors were advised that the school will consider emergency placements but normally these would only be for children and young people already on enrolled at The Sleepover Club.

The Head of Care has previously advised the Inspectors that when a child or young person is being considered for admission to The Sleepover Club they are encouraged to visit and stay for an evening meal on a number of occasions. Parents and carers are requested to provide information on personal, medical communication and mobility matters as well as signing consent forms. Care plans are then drawn up before respite is commenced.

Each of the children and young people attending The Sleepover Club are on individual respite packages and their stays can be from between one to four nights. Careful

consideration is given by the Head of Care on the combination of children and young people staying each night. There are attempts to make each group compatible with thought being given to developmental age, specific and individual needs. Generally the younger children attend at the start of the week with the older ones attending towards the end. However, the attendance of some of the children to some out of school activities such as cubs and youth club means that some older children have to stay with the younger group. The Inspectors noted that on some occasions that this meant that the school was not fully complying with DfES recommendations about the guidance that children with “significantly different ages” (over two years) should not share a bedroom. The Inspectors were satisfied that the current arrangements were based on sound criteria including developmental age differences and were therefore acceptable. The Inspectors have advised the school to explain its room allocation criteria in its Statement of Purpose.

The Inspectors were advised that if there is a need to make a change to the respite arrangements that whenever possible parents and significant others are given a term’s notice.

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?

3

The Inspectors are aware that the schools is very proactive in ensuring that there are strong links between the education, care and medical teams. The Residential Social Care Worker advised the Inspectors that they were often asked by either the education or medical teams to undertake some specific activities with the children and young people during the care time. Each of the children’s and young person’s files contained a copy of their Individual Education Plan and in some cases specific requests for activities to be undertaken by the Residential Social Care Worker had been made. The Inspectors observed the Residential Social Care Workers helping some young people with their homework. The Inspectors were advised that other support undertaken by the Residential Social Care Worker included helping with speech therapy programmes and physiotherapy exercises.

The school has introduced a system of inviting key workers to attend annual reviews and to be available on parent’s evenings. This has been met with a great deal of enthusiasm by the Residential Social Care Worker. The Care staff felt that parents had appreciated their attendance at reviews, as they were able to offer them support. It also gave them the opportunity to get additional information that helped them to understand the needs of the children. This enabled them to provide better care and to make contributions to future plans.

The children and young people have access to a range of age appropriate books and games and to a computer, which has internet access.

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?****2**

The majority of children and young people who completed questionnaires all commented positively on the activities that they are able to do whilst staying at The Sleepover Club. In a number of cases, the children and young people indicated that, it was not just about being able to participate but being able to do an activity with a friend. Older children advised the Inspectors through their completed questionnaires and during a meeting with them, that they particularly liked being able to attend a local youth club.

The young people and children discuss what activities they would like to do during the children's meetings. The majority of activities are based within the school and the staff from The Sleepover Club, subject to appropriate training and risk assessment, can have access to some of the school's facilities including the sensory room, soft play area and games hall. On the night of the Inspection young people were engaged in a trampolining activity, making Christmas cards and assembling a piece of kit furniture.

The Sleepover Club's ability to offer off site trips and activities has been limited by a number of factors. These include limited transport, availability of drivers, staff and finance. The Inspector understands that the school is about to receive a new mini bus with a further one being possibly available in the near future. There is now a driver available on each evening. The Inspectors were advised that the care team does not have a designated budget for activities. Parents are asked to contribute to certain trips but any shortfalls are often met by staff. This has an extremely limiting influence on the range of activities that the children and young people can access. The Inspectors acknowledged that those young people staying only one or two nights a week often prefer to stay on site. However, for others remaining for longer periods the lack of a designated budget severely limits their opportunities to extend their range of experiences and to develop the social and independence skills. One of the young people stated that he wished that he and his friends were able to go to the cinema more regularly. It is recommended that the Sleepover Club staff have access to appropriate funds to enable them to extend their range of activities.

The Inspectors were unable to assess the quality and range of activities that can be offered in the grounds on the school. Some staff expressed concerns that summer activities may be restricted when some of the grounds are given over to the urgently required new car park. A number of care staff felt that the unit would benefit from being provided with its own secure play area.

Generic risk assessments have been made on a range of activities undertaken by the children and young people; The outcomes of these have been recorded on a spreadsheet for easy access. It is the Inspector's understanding that staff make reference to this when arranging an activity and then a further risk assessment is made in relation to that specific activity. Copies of risk assessments are also kept on the young people's files. The Inspector felt that the current system was good but needed to be extended to cover certain specific activities that might pose a level of medium to high risk. For example the Inspector observed one young person swinging out widely with a snooker cue whilst paying a game with another young person. This activity had not been specifically assessed. It is recommended that the school review the activities it offers and conduct appropriate risk assessments on any that have an inherent level of risk.

The Sleepover Club has a cupboard full of games and toys and the children and young people are allowed to bring their own into the unit. There are a range of books and comics available from shelves situated in the communal lounge. The inspectors noted that there was balance between the organised activities and free time. A television and DVD player and video machine is provided in the communal lounge and several of the bedrooms have been provided with wall mounted TV's. The school has recently purchased a play station following a request made by the children and young people. The young people have access to the internet via a computer located in the lounge. The Inspectors were advised that this is protected by appropriate software. The Care Team ensures that only age appropriate computer games and videos and DVD'S are bought into The Sleepover Club.

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?

2

The staff have addressed the recommendations of the previous report and it is pleasing to note the commitment of staff to work with the Commission to develop the service.

Medication is stored in a locked medicines' cupboard within the office and all medication is received from home in the original pharmacy packet and mainly in blister packs. Rectal diazepam is kept in a locked cupboard and is removed for external visits; the pack contains all the necessary equipment required for administration. A secure medication fridge is now available in the office.

At the beginning of each school term, carers record information relating to medication; the form includes consent and details of parental approval for administering homely remedies.

A stock control system has been developed and records the amount of medication received into the home. Two records were sampled and demonstrated further development is required to ensure robust procedures are in place. One record was not correct and the manager reported that the child has half a tablet administered. It is recommended that the stock control be updated monthly and half tablets are not to be replaced into the opened blister packs but disposed of. All disposed medication is to be recorded and disposed of through a pharmacy.

MAR Sheets have been developed to ensure the route of medication is included and all p.r.n medication is recorded on the sheet in addition to the daily records. The home has developed a code system to identify reasons medication has not been administered. Information relating to medication, it's usage and side effects is maintained in the office. There are no children who self-medicate.

Discussion with the manager revealed one child has a tablet crushed. It is recommended that this be reviewed with the G.P. and Pharmacist to ensure medication is prescribed in a suitable format.

One child has an oxygen cylinder that is prescribed for p.r.n. use. It is recommended that this be kept securely in the office and suitable signage is displayed.

Staff have received training for safe administration of medication and administration of rectal diazepam. Two members of staff were identified and have completed the First Aid at Work Certificate.

The School Nurse is responsible for administering medication during school hours. A thorough verbal and written handover is completed at the beginning and end of each school day.

Pupils retain contact with their family G.P. and a local G.P. is available to cover emergencies. Parents and guardians retain the lead role for ensuring identified medical and dentistry care is received from community practitioners.

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
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Mealtimes taken in the Sleepover club provision were observed to be relaxed, social occasions. The breakfast and evening mealtime routines differed; with a café style approach at breakfast and a single, group sitting approach in the evenings. Both routines were seen to offer benefits for the pupils. For example, the breakfast routine was less structured and pupils were able to develop some independence skills whilst the evening routine offered pupils the opportunity to develop their social skills. A range of cutlery and crockery was available to meet the individual needs of the pupils. Domestic style dining furniture was mostly in place. Whilst this was suitable for some pupils, others were noted to have difficulty sitting up close to a table, as they were unable to get their wheelchair arms under it.

It was pleasing to note a pictorial system of the daily menu plan had been implemented since the last inspection. Photographs showing the choice of dishes and drinks available each mealtime were displayed on boards alongside a serving hatch which connected the dining area to an industrial kitchen (the kitchen door was seen to be kept locked at all times). Staff were observed to keep the display up to date - the photos were changed prior to each meal - and to encourage pupils to use the system to indicate their choice, where appropriate.

It was also pleasing to observe pupils helping one another, without prompting from adults. Staff shared mealtimes with the pupils and assisted pupils with feeding, as required. The latter was done in a sensitive manner which promoted pupils dignity.

Discussion with the cook who prepared breakfasts elicited that pupils in the Sleepover Club were involved in menu planning and the menus were periodically changed to cater for suggestions made by the pupils. Pupils individual care plans included their food likes and dislikes and were known by staff.

Pupils described the meals during Sleepover Club as 'okay' to 'usually good'.

Both cooks involved in preparing meals for the Sleepover Club had completed Food Hygiene training. It was pleasing to note that care staff were also due to undertake the training in the near future. This accorded with good practice.

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
<p>There was a school uniform though it was not compulsory for pupils to wear it. Pupils were able to bring their own clothing to change into when staying in the Sleepover Club. However, the majority were seen to remain in the clothing they wore during school time. Arrangements for the laundering of pupils' clothes were agreed on an individual basis with their parents.</p> <p>Although some pupils did not have a change of clothing with them for their one or two night sleepover, a stock of clothing was kept for emergencies. All pupils were seen to be nicely dressed, in clean, age appropriate clothing at all times.</p> <p>Pupils were expected to bring their own toiletries for overnight stays though, again, some emergency supplies were kept. The supplies included a range shampoos, toothpaste, toothbrushes and so on.</p> <p>Some pupils were noted to wear jewellery. A school policy was in place as guidance for parents as to what was acceptable and unacceptable.</p>		

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?	2
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The Inspectors examined a number of the children's and young person's files and found them to be well organised and containing a comprehensive amount of information. Each child and young person has three files - a main school file, a Sleepover Club Personal File and a Key Worker -Record of Achievements file. Each of the young people has been allocated a key worker whose responsibilities include implementing, monitoring and reviewing their care plans. The current system of setting care plans has been in place for approximately 12 months.

The Care plans are kept in the child or young person's Sleepover Club personal file. It is very comprehensive and consists of guidance completed for each child or young person on areas such as, entering bedrooms, intimate care, showering, bathing and toileting and on mobility. Further details are provided on personal information, communication parental contact, cultural needs health and routines.

Each child and young person has a individual action plan which is decided by the key worker in consultation with the child or young person that they have key working responsibilities for. The school has identified a number of different areas, which form the basis of the action plan. These are Leisure, Behaviour Relationships with Peers, Eating and Drinking, Personal Hygiene, Independent Living skills and Communication. One of these areas is focused on each half term and targets are set in consultation with the young people to address these. Staff and children and young people work together to achieve the identified targets and these are evidenced when this had been achieved. The use of photographs to record the completion of work undertaken to achieve the targets was considered to be an example of good practice. Not only does it provide evidence it also meant that the child or young person had ownership to the piece of work and has personal record of achievement that they could take with them. The Inspectors felt that the current system lacked some clarity and questioned whether it was flexible enough to respond to the differing needs of those young people who stay for longer period of time. The Inspector observed that although targets

were being set for the one focus achievements were being recorded for the other areas. The Inspectors felt that the system was not accurately reflecting all of the work being undertaken the care team. The Inspectors were unable to identify why certain targets had been set as they were not sourced and it was unclear whether they were meant to reflect any of the social objectives set in the educational statements or others requested by other agencies. For example, although one young person's Pathway Plan requested that the school help in budgeting and shopping no identifiable targets had been set. It is recommended that the setting of targets be reviewed and that the source of these be identified in the care plan. Whenever possible targets should be set to help achieve objectives identified in the child's or young person's educational statement and to meet those requested by other agencies.

The Inspectors were advised that the care staff have recently shared the young persons care plans with their parents. Parents had been sent a copy of the plan and invited to make comments and observations. The care staff advised that this has been a useful exercise. Parents have provided them with useful information and have been pleased to learn about the achievements that their children and young people have made.

The Sleepover Club now has its own achievement cup which all staff vote for, including ancillary, and is awarded to a pupil each half term for personal effort.

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

Each pupil had a main file, which was kept, securely in the school central office. Basic information had been compiled on each child when admitted to the school and there was evidence this had been updated when necessary. The files were set out in modular form and were seen to be maintained in good order.

The Head of Care said parents had either been sent information about the contents of their child's care plan or this had been shared with them if they had attended a parents' meeting at the school. Parents had been asked to give some feedback or suggestions about targets and so on. It was reported there had been some very positive feedback from parents about the plans.

Although there was a policy in respect of access to pupil's files by their parents and by pupils over the age of 14 years, there was no evidence to show the views of more able pupils were being sought in respect of the compiling and review of their care plan.

It is advised care staff consider how they can demonstrate pupil's views and suggestions are sought about their care plan.

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

Clear records were maintained in respect of pupils staying overnight, Monday to Thursday, in the Sleepover Club. Records of care staff's weekly rosters were also maintained and were up to date.

A list of all staff working in the school was made available as part of the pre-inspection information.

All required record keeping such as menus, accident books, visitors log and so on were in place, contained appropriate information and appeared to be up to date. It was pleasing to note a separate visitors book was maintained in the entrance hall to the Sleepover Club. Staff were observed to ensure all persons visiting the residential provision signed in. This demonstrated good practice.

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?**

3

The Sleepover Club is open four nights a week and only during the term time. An examination of the bed allocation plans showed that the maximum number of nights a young person is currently staying is four whilst the majority only stay two nights. Consequently all of the children and young people are able to have regular contact with either their parents or main carers.

The children and young people can have access to a payphone located in the main corridor. They are also allowed to make use of the office telephone. Observation about the level of privacy to the pay phone and the access to money to use it are made elsewhere in this report. The inspectors were advised that a number of young people have their own mobile phones.

The Inspectors were advised that there are no contact restrictions in place for any of the children or young people currently being accommodated at the Sleepover Club. Child line help numbers and contact numbers for the Independent Visitor and the Inspector are on display within the unit.

A private area is available for children to meet with relatives. All parents who returned questionnaires advised that they are able to meet privately with their children and young people whenever they visit.

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 implement 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?

2

Currently there is only one young person staying at the unit that is subject to a shared care agreement between the school and a local authority. An examination of her/his file showed that a Pathway Plan had been drawn up. A number of tasks had been requested of the school but it was not clear whether these were to be actioned by the education or care department. If any of the tasks are allocated to the care team then these should be included in the young person's care plan and could be addressed through his/her action plan.

It is recommended that The Sleepover Club staff identify those areas of the Pathway Plan that they can take responsibility for.

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

Each of the children and young people has been allocated a key worker with whom they have regular key working sessions with. A number of the children and young people identified their key worker as someone that they would approach if they had a problem or concern. One young person recorded in their questionnaire that the best thing that had happened to him/her at the school was "my key worker".

The school has arranged for an Independent Visitor to visit the school on a regular basis. The Independent Visitor met with an Inspector and stated that she had no concerns about the standard of care being offered by the school. Other regular visitors include the Chair of Governors, the special educational needs adviser and Heads of Care from other establishments who visit half termly to complete Reg 33 Reports for the school and governing body. Photographs of the regular visitors to the school including the Commission for Social Care Inspection Inspector are displayed in a prominent position in the unit.

A number of the children and young people have multiple disabilities and communication problems. The health authority provides a range of health services including occupational therapy, speech therapy and physiotherapy. These are based within the school.

The Inspectors are aware that the school had helped support a young person who was engaged in a programme being jointly provided by a member of the Learning Disabilities Team and a worker from the NSPCC.

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?	2
<p>Saxon Hill School is a purpose-designed facility, which was built some twenty-five 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 some consideration for overcoming some of the specific problems facing children and young people with disabilities reflects an out of date value base and fails to meet with the standards and values that are now required.</p> <p>The school has acted on advice from the last report and has approached various agencies for advice on how they might alter the design of The Sleepover Club. At present no one has been able to offer a realistic solution. It is recommend that the school continue to seek advice on how the layout of the Sleepover Club can be altered to meet with the National Minimum Standards for Residential Special Schools.</p> <p>The school and its staff are to be commended for managing to cope with some of the buildings limitations. The Inspectors have noted that wherever possible action has been taken to improve areas and facilities and to try and meet the national minimum standards and DfES regulations. However, some aspects of the school's design and provision require radical alterations and a large financial commitment. The Inspectors are aware that the buildings limitations are well known by the local authority and understand that these are being included in the considerations being made on the long-term future of the school.</p> <p>The Inspectors were advised that the school has received verbal confirmation that a new car park is to be provided that will ease the congestion currently experienced on a daily basis as the children and young people are transported to and from the school.</p> <p>The Sleepover Club is built to one end of the school. It briefly comprises of an entrance corridor, communal lounge/ dining 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 Sleepover Club is equipped with various adaptations to assist children with physical disabilities. Whilst the planners of the School and The Sleepover Club have given some consideration to the issues of access they gave little consideration to the provision of privacy. The majority of bedrooms are provided with</p>		

curtains in the place of doors. The question of lack privacy is further compounded by the recent addition of a sixth form facility that can only be accessed through the Sleepover Club.

The school and The Sleepover Club have insufficient storage areas for wheelchairs and other large pieces of equipment.

The school and The Sleepover Club are well presented and clean and tidy. Wheelchair access to The Sleepover Club is good. Fire doors situated in corridors around the school and into key areas are held back with magnetic devices. There are numerous security measures in place to provide on site security.

The Inspectors are not 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. The School is advised to give explanation and guidance on their use in The Sleepover Club's statement of purpose.

A number of the young people were keen to show the Inspectors that a tree that had been blocking light to the unit had now been removed and that an outside patio area had been improved so that they can make use of it in good weather.

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?

2

The general design and layout of The Sleepover Club is based on a hospital model and as such certain areas tend to feel very institutional. The staff are to be commended for their efforts to make it a homely and cosy environment.

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

The lounge/dining area provide an adequate space for meals and tabletop activities. The children and young people have access to a communal sitting room which is equipped with a inflatable play area, TV video and DVD player.

The Sleepover Club has two single bedrooms, two three bedded rooms and four double rooms providing sleeping accommodation for up to nine males and seven females. The bedrooms have built in vanity units and storage spaces that have a limiting effect on how the bedroom spaces can be used. The school has been able to partially respond to a previous recommendation that the bedrooms are provided with a lockable storage space. This has been achieved by fitting locks to some of the built in wardrobes and by providing some freestanding lockable drawers. The Inspector notes that as yet none of the children young people have chosen to make use of this facility.

With the exception of one single room none of the bedrooms are currently provided with a door. These bedrooms are provided with curtains. These along with curtains that separate the male sleeping areas from the female add to the institutional feel of the bedroom area. The Inspector has been advised that the Head Teacher is arranging for some doors or be fitted to some of the rooms and then to evaluate their suitability and practicability. Bedrooms, which provide multiple occupancy, have not been designed or equipped to provide any form of privacy. The Inspectors noted that none of the children or young people complained about any lack of privacy nor were any comments received from any parents. However, the Inspectors felt that the school needs to give consideration on how the children and young people could arrange to have a private bed space if they chose to have it. The Inspectors accept that the provision of curtains to these rooms would add to the institutionalisation and could prove hazardous in relation to access. The Inspectors have observed the successful use of movable fireproofed cardboard screens in another establishment. This information has been shared with the Head of Care who has agreed to make enquiries.

The Inspectors noted an observation window in the wall between a single bedroom and the care office. This had been covered with a sheet of paper, but the Inspectors felt that the window required something permanently being done to it. The Head of Care agreed to attend to it immediately.

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.

The Inspectors noted some issues concerning the security to the building. The fire door to

the unit was found to be unlocked. The lock to this door needs to be replaced with one that can only be operated in an emergency. Windows to a number of the rooms need to be restricted to prevent access but to still allow adequate ventilation external lighting was not working. It is recommend that the security issues identified in this report are addressed. The Inspectors noted that the care staff and children have started a process of redecorating the bedrooms. It is difficult for the children and young people to personalise their bed spaces as some are occupied by other children on different nights. Staff have provided posters and pictures. The identification of each bed space by an animal which is replicated on a box containing personal toiletries is a nice touch.

Some of the children and young people had provided their own bed linen.

The Inspectors have expressed previous concerns about the size of the three-bedded room these did not provide enough floor space and noted that one of the beds was very close to another. Staff have previously acknowledged that moving the hoist into these rooms can prove very difficult. The Inspectors have previously measured the floor area and concluded that it did not meet with the recommendations stated in the School Premises Guide 1999. The school has reflected on this and have indicated to the Inspectors that they will be reducing numbers in these rooms during the next year. The school is recommended that it address the issue of overcrowding in the three-bedded rooms.

The Inspectors noted that the chronological age range of children in the multi occupied rooms was more than the two years age difference as suggested by Std 24.6. The Inspectors were aware that the Head of Care whose responsibility it is to allocate bed spaces took into consideration the children's and young person's individual needs and their emotional and developmental ages. The Inspectors were satisfied that the current arrangements were based on sound criteria and were therefore acceptable. The Inspectors have advised the school to explain its room allocation criteria in its Statement of Purpose.

The Inspectors were advised that the school is currently giving consideration to a call system being installed to some parts of the unit.

Staff sleep-in provision is located in an upstairs flat but waking night staff is on duty every night. The waking night staff are able to contact the sleep in staff by a telephone if they need assistance.

The Inspectors noted that the school has responded to previous recommendation of securing the kitchen by fitting a high Yale lock to the door.

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?**

3

The bathroom and toilets facilities were sufficient for the number of children. Sluice facilities are available. All of the toilets and bathrooms had been provided with suitable locks. The Inspectors noted that the young people prefer to use a sign indicating whether the facility is being used or is vacant. One of the bathrooms has been provided with overhead tracking. There are two baths situated in one bathroom but the staff advised the Inspector that the smaller one was no longer used.

The Inspectors noted that in one bathroom the seal to the impervious floor needs replacing.

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

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?**

2

The Head Teacher was responsible for assessing health and safety matters in the school. A Health and Safety audit had been completed in January 2004. Whilst the audit covered aspects relating to the premises and some regular activities undertaken by boarding pupils, it did not comprehensively assess all elements of the premises or known recreational activities.

Some assessments in the health and safety file were dated 2000. There was no written evidence these had been reviewed. The Head Teacher said that since his appointment, eighteen months previously, he had been systematically completing risk assessments to build up a comprehensive audit. A number of assessments were seen to lack sufficient detail about practical measures to be taken by staff in response to an incident/accident.

The Inspectors considered there was a need to review the current arrangement. The task of ensuring compliance with health and safety legislation and Fire Safety is onerous and very time-consuming. The Head Teacher was noted to fulfil a part-time teaching role in the school in addition to his management responsibilities. It was difficult to see how he could devote sufficient time to fully assess all elements of health and safety as well as regularly review them.

It is recommended that consideration be given to sharing responsibility for risk assessing different areas to various members of a Health and Safety Committee. This would enable the Head Teacher to regularly review the implementation and effectiveness of the assessments.

Risk assessments were in place in respect of the daily care needs of individual pupils.

Good attention was being given to Fire Safety matters. The fire alarm system had been serviced in March 2004. Fire fighting equipment had been serviced in May 2004. The

emergency lighting system had been serviced in June 2004. Records showed fire alarm bell tests were being conducted weekly and emergency lighting tests monthly. There had been four fire drills in ten months but only one evacuation practice during this period.

It is advised the Head of Care seek guidance from the Fire Officer to check whether this arrangement is adequate, considering the needs of the young people.

Records showed other safety checks were also taking place regularly. A portable hoist had been serviced in September 2004. PAT testing had been carried out in March 2004. The water temperature gauge had been checked in May 2004. Fridge/freezer temperatures were being recorded twice daily.

Some health and safety concerns were noted. Windows were seen to be able to be fully opened. This was particularly concerning as all the young people sleep on the ground floor.

It is recommended all windows have a fitment attached, which allows them to be opened for ventilation but restricts their fully opening.

An external fire door was noted to be left open after school time, allowing easy access into the Sleepover Club area.

A join in the floor-covering in a bathroom was coming apart and was in need of repair and an observation window between the care staff office and a pupil's bedroom needed to be permanently covered over.

External lighting around the building and car park was inadequate in some areas. However, the Head Teacher said additional funding had been gained to improve the lighting as part of the development plan for 2005. The Head Teacher said he had also received verbal confirmation from the Education Department that funding had been made available for additional car parking space to one side of the school and for an enclosed garden area (this was in response to a previous concern about inadequate vehicular access and egress to the school).

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?

2

There was a clear recruitment and selection process for appointing staff in the school. A random selection of staff were looked at, representative of care and ancillary staff. All the files were in good order. The majority of the care staff group had worked in the school, in various posts, for a long time. Although police checks had been completed at the time of their appointment it was pleasing to note the school had carried out retrospective CRB (Criminal Records Bureau) checks on all staff working in the school. This demonstrated good practice. However, there had been an oversight in respect of a volunteer who had recently started helping in the school; no CRB check had been completed on them.

It is recommended all volunteers are CRB checked prior to their having access to pupils in the school.

Some staff files did not show a minimum of two references had been gained prior to their starting work. There was also no written evidence to show verbal references had been taken up instead. All other documentation was in place such as application forms, job descriptions, letter of appointments, employment contracts and so on.

It is recommended a minimum of two written references are sought and gained prior to staff starting work in the school. Where this is problematic for whatever reason, verbal references should be sought and recorded.

Total number of care staff:	X	Number of care staff who left in last 12 months:	X
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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?**

3

Care staffing levels were noted to fluctuate over the weekly roster, in response to the varying numbers and individual needs of pupils staying overnight. This flexible approach was seen to provide adequate numbers of staff to meet the needs of pupils resident during the two day inspection.

However, the arrangement did not take account of the need for care staff to have non-contact time from pupils to enable them to carry out other associated tasks such as record keeping, care planning, attending Review meetings, training and so on.

A recommendation about this matter is made later in the report. (See standard 31).

The majority of the care staff team had worked in the school for several years or more. This provided a pleasing degree of continuity for pupils.

Arrangements for a senior 'on call' system during the night-time were in place, to support waking night staff.

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

Care staff were noted to be undertaking related training. This included joint training, at times, with teaching staff in the school. The majority of the care staff had commenced NVQ level III training.

Discussion with staff elicited they did not have access to authoritative training from health professionals in respect of the various syndromes/conditions which many of the pupils had had diagnosed. The Head of Care and her Deputy were said to be active in gaining information from available literature about various physical disabilities and associated difficulties. Nevertheless, the Inspectors considered that due to the increasing complexity of needs of pupils attending the school, staff should have access to authoritative training in this area.

It is advised that care staff have access to inter-agency training in respect of physical disabilities and associated difficulties.

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?

3

Care staff said they were receiving regular formal supervision. However, the time scale recorded for the sessions did not always comply with the minimum requirement of one and a half hours each half term. Newly appointed staff were receiving more frequent supervision, in accordance with the Minimum Standards.

It is advised the timescale for formal supervision sessions is monitored to ensure compliance with Minimum Standards.

Care staff meetings were noted to take place on a regular weekly basis. Record keeping in respect of discussion during the meetings was of a good standard. Handover sessions were also recorded as taking place on a daily basis between care and teaching staff.

Some of the senior, older pupils said they were unhappy with the arrangement for a member of teaching staff to accompany them when they went from the classroom to join the Sleepover Club. They considered this detracted from the aim of promoting their independence.

The Inspectors considered that whilst there was a need for adequate information to be shared between staff, an alternative arrangement could be adopted which would also support the wishes of the older pupils.

It is advised the arrangement for handover of information in respect of senior pupils is reviewed.

Care staff were complimentary about the informal support they received from the Head of Care and her Deputy.

There was evidence the multi-disciplinary team within the school were working to address the whole needs of the pupils. There was also evidence to show other agencies were involved in supporting the staff group such as NSPCC and Community Learning Disability Nurse.

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 childcare.

Key Findings and Evidence

Standard met?

3

The Head of Care held a relevant professional qualification. She was observed to provide clear leadership to the care staff group and was effectively managing the residential provision. There was written evidence to show she was monitoring the standard of service offered to pupils in the Sleepover Club and was implementing changes in line with pupil's comments and wishes.

Arrangements were in place for staff to receive NVQ training and for joint training with teaching colleagues in the school. The staff rosters were organised to ensure sufficient staff were available to meet the needs of pupils. However, the staffing arrangement did not allow for care staff to have some non-contact time from pupils, to enable them to carry out other related tasks.

The Head Teacher and Head of Care said they would wish to provide staff with non-contact time however, the current budget for the school did not allow for any additional staffing hours. The Inspectors were informed there had not been an increase in funding from the Education Department for pupils for some years. This was surprising in view of the fact that the needs of pupils attending The Sleepover Club were increasing due to the complexity of their physical disabilities and associated difficulties.

It is advised the care staffing arrangement is reviewed. There is a need to ensure sufficient care staff hours are available for staff to have some non-contact time rostered in their weekly hours. Alongside this, there is a need to review care staffing levels in light of the complexity of needs presented by pupils.

There were planned responses in respect of some foreseeable crises such as fires, serious allegations and so on.

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

X

%

Standard 32 (32.1 - 32.5)

The Commission for Social Care Inspection 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

There was written evidence to show the Head of Care was regularly monitoring record keeping, both in respect of the care of pupils attending The Sleepover Club and general school records. All required record keeping was being maintained, held appropriate information and was up to date.

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 every half term.

Key Findings and Evidence**Standard met?**

3

The School along with other special schools within the authority are part of a system, which involves the Heads of Care from other establishments visiting and completing a report on the school. These reports cover all of the areas identified in this standard. The Chair of Governors advised the Inspectors that copies of these reports are now routinely sent to her. A standing item on the Personal sub committee is The Sleepover Club. The Head of Care is advised of these meetings and can have any issues or concerns risen at them.

The Chair of Governors advised the Inspector than one of her responsibilities is to undertake half termly visits to the unit. On these occasions she completes a monitoring checklist and passes these to the Head of Care. It has been advised that the Chair of Governors retains a copy of the monitoring checklist for her own records.

PART C

HEAD'S RESPONSE

C.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 16 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary

NO

Comments were received from the provider

NO

Head's comments/factual amendments were incorporated into the final inspection report

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

NO

Action plan covers all the statutory requirements in a timely fashion

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other:

C.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

C.3.1 I _____ of _____ 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 agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature _____

Designation _____

Date _____

Or

C.3.2 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:

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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