



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

14 January 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

c/o Saxon Hill School, 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

NCSC Classification

Residential Special School

Type of school

Day and Residential
special school

Date of last boarding welfare inspection:

March 19 2003

Date of Inspection Visit		14 January 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of NCSC Inspector	1	Christopher Garrett	105812
Name of NCSC Inspector	2	David Cowser	
Name of NCSC Inspector	3	Mandy Brassington	
Name of NCSC Inspector	4		
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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Lead Inspector Chris Garrett

Signature *Chris Garrett*

Second Inspector Dave Cowser

Signature *Dave Cowser*

Third Inspector Mandy Brassington

Mandy Brassington

Locality Manager George Plant

Signature *George Plant*

Date 20 August 2004

INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (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 NCSC 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

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

The introduction in the School Prospectus included the following information “At Saxon Hill we educate pupils and students who have physical disabilities and associated sensory, medical, learning and communications difficulties” The residential unit attached to the school has a mission in its statement of purpose that outlines the purpose of The Sleepover Club is “To enable all resident children to realise their full potential physically, intellectually and socially within a supportive and nurturing environment”

Saxon Hall School is a co- educational special school administered by Staffordshire County Council education Department. It shares a site with the King Edward VI 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 120 pupils at the school of which 33 make use of the unit, 14 are female and 19 are male .The Sleepover Club is a part 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. The Sleepover Club is staffed with nine residential child care officers and three night time assistants, The residential care 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.

Currently the role of all educational residential facilities including Saxon Hill is the subject of a special schools review being undertaken by Staffordshire Education Department.

The residential unit is also known as the respite care centre and the hostel. Following a discussion with the children and young people it was decided to rename The Sleepover Club the “Sleepover Club” as this more accurately reflects their perception of what they do. In acknowledgement of this report will refer to The Sleepover Club whenever possible.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Sleepover Club provides a valuable respite service to children and young people and their carers. 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 great emphasis on identifying individual strengths and celebrating successes. The school has good practices in place to protect the welfare of the children and young people. Children and young people are routinely consulted about a number of issues that affect their daily lives. The children and young people speak positively about their experiences in unit. They state that they feel safe within the and welcome the opportunity to be with their friends. Parents are full of praise for the unit's staff and the standard of care that they provide. This is the second inspection that The Sleepover Club has had by the National care Standards Commission. The school has been very proactive in addressing a number of the recommendations made in the last report. It is generally acknowledged that there is currently good interaction between the care, education and other professional teams within the school. However the Head Teacher is keen to find ways by which the level of interaction can be increased. The school has a supportive Board of governors a number of who take a special interest in the unit.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

This report has continued to identify areas that need to be addressed in order to improve the standards of care in line with the national care Standards. This report has identified a number of policies and guidance that either need to be implemented or reviewed in line with the standards. The school is already aware of a number of concerns relating to the physical environment particularly where it affects levels of privacy and there has been further observations and recommendations made within this report. The Inspectors raised concerns about the compatibility of ages within the bedroom and unit setting. The children and young people spoke positively about the range of activities that they had access to, but both staff and children and young people have suggested that this needs to be extended to include more sports and community based activities. A new system has been introduced for the completion of care plans. This needs some review and redefining to provide better clarity and targets set should reflect where appropriate objectives made within a child's or young persons education statement

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

All of the Inspectors were favourably impressed with the standards of care being offered by the unit. The Inspectors felt that staff provided a warm, positive and supportive atmosphere that led to good relationships between staff, parents and children and young people. The school has a number of policies and practices that promote the welfare of the children the children and young people and their parents are very happy and appreciative of the opportunity to attend the Sleepover Club and the standards of care provided there. The school has been proactive in attempting to address a number of the issues raised in the last years report. The Head Teacher is establishing a different management style that involves greater delegation of responsibilities and greater involvement of staff in the day to day running of the school.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	
3	RS3	The issue of a private pay phone must be resolved.	01/06/04
4	RS4	The complaints procedure should be reviewed and include reference to the NCSC. This must then be circulated.	01/05/04
5	RS5	The child protection procedure must be reviewed in line with this procedure and refer to the possible suspension of staff. Ancillary staff must receive training.	01/05/04
6	RS6	The anti-bullying policy should be reviewed and a risk assessment compiled.	01/05/04
7	RS8	The policy on children absent without authority should be reviewed in line with this standard and the client group.	01/05/04
8	RS10	The procedure regarding control must be reviewed, including recording, and staff trained accordingly.	01/05/04
9	RS11	The compatibility of children should be reviewed in line with the aims and objectives of the unit.	01/05/04
11	RS13	Management should decide what level of activities it wishes or can afford to provide and review existing provision (including staffing levels and training). Provision may be greater for those attending more often.	01/05/04
16	RS23	Environmental issues that need to be addressed include: access to the sixth form; limited outdoor play facilities; inadequate vehicular access; site security; and, wheelchair storage.	31/07/04
17	RS24	Further environmental concerns are: lack of ceiling hoist in the lounge; lack of natural light in the lounge; lack of call system; incomplete equipment service records; insufficient bedroom doors; need to review furnishings and bedroom shelving and equipment (e.g. cot sides); need for bedroom privacy curtains.	31/07/04
25	RS32	Monitoring must occur as outlined in this standard.	01/05/04

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan 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	RS3	It is recommended that the siting and access of the payphone is monitored. The payphone on the main school block should be re-positioned.	01/05/04
2	RS3	It is recommended the guidance on privacy and Confidentiality be reviewed to include advice that when it is necessary to search a child or young person possessions and belongings that the child or young person should be present if possible whilst this is undertaken and where the record of the search will be made.	01/05/04
3	RS4	It is recommended that complaints procedure be reviewed to include those points noted in this report.	01/05/04
4	RS5	It is recommended that records of all staff induction including child protection be kept.	01/05/04
5	RS5	It is recommended that the independent visitor receives appropriate child protection training.	01/05/04
6	RS5	. It is recommended that the schools produce a single child protection policy and guidance which covers all of the points raised in this report and addresses all of those elements outlined in Appendix one of the National Minimum Standards.	01/05/04
7	RS6	It is recommended that risk assessments concerning bullying are completed.	01/05/04

8	RS6	It is recommended that the children and young people are to contribute to the development of the new bullying policy.	01/05/04
9	RS8	It is recommended that the school produce a policy and guidance for when a child is absent without authority (absconds).	01/05/04
10	RS10	It is recommended that Sanctions are recorded in numbered hardbound book.	01/05/04
11	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.	01/05/04
12	RS12	It is recommended that the school consider ways in which all-residential child care officers can make a greater contribution to annual reviews.	01/05/04
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
15	RS24	It is recommended that lockable storage space should be lockable.	01/06/04
16	RS24	It is recommended that the school engage the services of different agencies such as an architect and an occupation therapist to review the current provision against the National Minimum Care Standards and to consider their recommendations.	01/06/04
17	RS24	It is recommended that the school review the age ranges of the children and young people within the different bedrooms.	01/06/04
18	RS24	It is recommended that the school review the practice of three children sharing a bedroom.	01/06/04
19	RS24	It is recommended that the school review access to the units kitchen.	01/05/04
20	RS25	It is recommended that the sliding doors receive maintenance and are fitted with appropriate locks that can be opened from the outside.	01/05/04

21	RS26	It is recommended that appropriate fire alarm and emergency lighting records are kept on accordance with the Fire officer recommendations.	February 2004
22	RS26	It is recommended that rubbish and redundant items that have accumulated in an area outside the kitchen are removed.	01/05/04
23	RS26	It is recommended that the health and safety hazard presented, to both children and adults, by vehicles manoeuvring outside of the school is reviewed.	01/05/04
24	RS27	It is recommended that all staff should have completed retrospective CRB checks.	01/05/04
25	RS27	It is recommended that all adults who are involved in the running of The Sleepover Club e.g. Independent visitor, visiting school governors, physiotherapist, handyman have completed CRB checks at an enhanced level.	01/05/04
26	RS28	It is recommended that the school review the senior on call system.	01/05/04
27	RS29	It is recommended that staff training covers all the subjects as detailed in Appendix 2 National Minimum Care Standards.	31/07/04
28	RS30	It is recommended that supervision and appraisal should include all ancillary staff.	31/07/04
29	RS32	It is recommended that the Head Teacher arranges for all records to be signed and monitored as outlined in this standard.	01/05/04
30	RS32	It is recommended that The Head should produce once a year a review of the operation and resourcing of the residential provision.	31/07/04
31	RS33	It is recommended that members of the governing body should routinely be provided with copies on the std 33 Report.	01/05/04
32	RS14	It is recommended that the school obtain and record dosage of medication on consent form.	01/05/04
33	RS14	It is recommended that the school develop and implement a system for recording quantities of individual's and stock medication.	01/05/04
34	RS14	It is recommended that the school record p.r.n. medication on the Medication sheet.	01/05/04
35	RS14	It is recommended that the school include the route of medication.	01/05/04

36	RS14	It is recommended that the school develop a system for recording the reasons for medication not being administered.	01/05/04
37	RS16	It is recommended that one member of staff on each shift is receives training for First Aid at Work.	01/06/04

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 the school revise the current statement of purpose and remove personal information about the staff.
2	RS1	It is advised that any future review of the Children's guide should consider including any observations made within this report.
3	RS2	It is advised that the children's and young persons meetings are held regularly and that any requests by the young people that have been acted upon are recoded in the minute book.
4	RS4	It is advised that children and young people are reminded about the complaints procures on a regular basis during there children's meetings.
5	RS5	It is advised that child protection reports an documents are distinguishable from other records
6	RS7	It is advised that the school arrange that a monitoring of notifications takes place when external staff complete half termly welfare (Std 33) checks at the school.
7	RS33	It is advised that a sub committee of the Board off governors is created who will take a specific interest in the care provision and its staff.

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	NO
• School Doctor	YES
• Independent Person	YES
• 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	NO

Date of Inspection	13/01/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	24
Number of Inspector Days spent on site	4

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following 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
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All parents of children and young people attending Saxon Hill are provided with general information about the school in the School Prospectus.

Parents and Carers for those children and young people staying at The Sleepover Club are provided with additional information describing the purpose of The Sleepover Club and how the school is going to deliver its care. This information is provided in several documents titled "Saxon Hill School Respite Centre -The Sleepover Club", "Saxon Hill Respite Provision" and "The Sleepover Club's statement of purpose". All of the parents who submitted questionnaires indicated that they had all received information about the school.

The Inspectors were advised by the Head Teacher that the current statement of purpose was produced following a recent whole staff and governing body development day. The statement of purpose includes the following mission statement "To enable all resident children to realise their full potential physically, intellectually and socially within a supportive and nurturing environment". The Inspectors noted that the statement of purpose not only provided details on the experience and qualifications of the residential child care officers but also included some personal information in the form of home addresses and personal telephone numbers. This information should be confidential and the school is advised to revise the current statement of purpose and remove the personal information. The children and young people have been provided with a children's guide. The guide provides some basic information about The Sleepover Club and what facilities and activities take place. 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. Any future review of the Children's Guide should consider including any observations made within this report.

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 were able to find evidence of, and were advised about a numbers of features that the school has to promote the involvement of pupils, their families and significant others in key decision-making. The Head Teacher is keen that young people attend annual and contribute to their annual and statutory reviews. This had not previously been the case and the Inspectors found evidence in some of the young peoples files that they are taking up this opportunity. All parents indicated in their questionnaires that they were routinely asked to attend reviews and that during these meeting that their views were listened to. Parents also indicated that they were all routinely consulted about care issues and before any major decisions were made about their children.</p>		
<p>The Care Team has held a number of children's meetings with the young people. These are minuted and an inspection of the minute book showed that young people had been consulted about changes to routines, range of activities, menus and what sanctions The Sleepover Club should have. The Inspectors felt that there was a great deal of value in these meetings and would like them to be held regularly and suggested that any requests by the young people that have been acted upon are also recoded in the minute book. The Inspectors were advised that the meetings are scheduled for different nights so that all of the young people staying at The Sleepover Club are provided with the opportunity to make their views known. A number of the young people indicated in their questionnaires that they have been consulted about furnishing within the unit. A number of the young people were keen to tell the Inspectors during a meeting that they had with them, about a trip to Ikea. The young people spoke enthusiastically about how they had been able to choose and buy new furniture for the unit. The children and young people are asked on a daily basis whether they wish to have an alternative meal to the proposed menu.</p>		
<p>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 is about to introduce Makaton sign language and staff and pupils will practice this.</p>		

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?**

2

There was evidence throughout the inspection of how staff at the school would respect the privacy of the children and young people. This was evident in routines within the school policy documentation relating to confidentiality and arrangements for the storage of confidential information. Guidance on privacy and Confidentiality is found in the Sleepover Clubs Staff Handbook. In it advice is given on all of the points itemised in standard 3.2. Further information relating to individual children and young people is recorded in there Care plan. Inspectors observed staff following the guidance given. For example, asking young people permission to enter their rooms. The school has recently provided The Sleepover Club with a payphone and is currently waiting for the final connection to be made. The Inspectors are unsure whether its present location in the main entrance corridor will afford appropriate level of privacy and advise the staff to monitor its usage. The school also needs to consider how it can ensure that children and young people can have access to the payphone or the units phone without first having to ask for money or permission from staff. The inspectors were advised that a number of young people have their own mobile phones`. There is a further payphone situated in the main school building but it height from the floor could make it inaccessible to wheelchair uses. Child line help numbers are displayed next to both payphones. 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 Staff have received guidance on providing personal care and on the administration of Intimate education and Invasive procedures.

The guidance on privacy and confidentiality offers guidance on when it might be necessary to search a child or young person possessions and belongings. This needs to be reviewed to offer the advice that if a search is necessary that the child or young person should be present if possible whist this is undertaken and where the record of the search will be made. The Inspectors would advise that parents and children and young people are informed of this procedure in the unit's information pack and the Children's Guide.

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 majority of the young people who either completed a questionnaire or attended a meeting with the Inspectors stated that they knew how to make a complaint and gave a number of names of people that they would complain to. These included the Head Teacher the head of Care, key workers and their parents. However none of the children were aware that they could complain to the inspectors. None of the children we able to explain how that had been told about the complaints procedure. The guidance provided for staff does not explain the process to be followed if a child or young person wants to complain and what assistance staff should give to young people.

Parents are advised in the school prospectus that if they wish to make a complaint about the "curriculum or other matters relating directly to the education, care and welfare of your child, this should be made in the first instance to the Head Teacher". Similar advice is given in the

information about the Sleepover Club Parents indicated in their questionnaires that they knew who to contact at the school if needed to make a complaint but not that they could make a complaint directly to the NCSC. The current information does not provide parents with time scales or offer advice for those with children staying at The Sleepover Club that they could make their complaints either to the Units Independent Visitor or to the NCSC.

The school has introduced a new complaints form on which to record any complaints. Currently this form does not have the provision for recording what action the school has taken, the outcome of the complaint or to indicate that a senior member of staff is monitoring the complaints. The Inspectors noted that since the introduction of the new form there has not been any formal complaints. Although a number of the children indicated that they knew who to make a complaint to it was not possible for the Inspectors to determine whether some of those with profound communication difficulties were aware of the process. The Inspectors noted that the children and young people are helped to develop and number of life skill during key worker sessions and would suggest that the process of complaint making might be addressed in one of these.

It is recommended that complaints procedure be reviewed to include those points noted in this report.

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 NCSC about the school over last 12 months:

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- The Head of the school to the appropriate authorities notifies all significant events relating to the protection of children accommodated in the school.
- 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?	2
<p>The school is in the process of revising its Child Protection policies and guidance and the inspectors were provided with a copy of the existing guidance a revised procedure and a new proposal. The Inspectors were advised that the LEA is also in the process of producing guidance to staff. An examination of the documents showed that none of them address all of the elements as required by the National Minimum care Standards. Omissions included concise guidance to staff on how to manage disclosures and allegations, advise on what procedures to follow if staff received allegations made against a senior member of staff and advising staff that they might be suspended if an allegation is made against them.</p>		
<p>The staff interviewed by the inspectors advised them that they had all received training in Child protection and gave appropriate information on how they would handle disclosures and allegations. The Inspectors noted that the pre inspection questionnaire completed by the Head Teacher indicated that for at least one member of staff child protection training had taken place several years ago. The Head Teacher advised the Inspectors that all of the staff including ancillary staff would be receiving update training on child protection next month. Staff from the school are cascading information that they have received from attendance at a recent child protection course. The Head Teacher advise the Inspector that it is anticipated that child protection training will be undertaken annually and that every other year it will be provide by an external agency. The Head Teacher and Head of Care are currently the designated people in the school and are due to take appropriate training in the next few months. The Head Teacher is considering delegating his role to another senior member of staff so that he can provide objectivity to any issues that might arise. The Inspectors were advised that Child Protection forms part of the induction process but records of this have not been maintained. It is recommend that records of staff induction are kept.</p>		
<p>The Head Teacher has inherited an inadequate system of recording child protection matters. He advised the inspectors that he was aware of the shortcomings and is in the process of revising the recording and would be keeping more coherent and individual records. The school has recently introduced new forms on which to record possible child protection concerns and referrals made to social services department. The Inspectors suggested that it would help in tracking these issues if they were distinguishable from other records.</p>		

The Inspectors were advised that there are not current child protection matters under investigation. There are several children who have been subject to previous investigation who continue to make references to past incidents. The details of which are recorded and shared with appropriate agencies.

The school has arranged for an Independent Visitor to visit the unit. The independent Visitor explained she has received any recent training in child protection. It is recommended that the independent visitor receive appropriate child protection training. The Inspectors advise that training should also be extended to governors who might be nominated to take a special interest in child protection concerns and to whom staff or parents might make take concerns to. It is recommended that the schools produce a single child protection policy and guidance which covers all of the points raised in this report and addresses all of those elements outlined in Appendix one of the National Minimum Standards.

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

0

Standard 6 (6.1 - 6.5)

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

Key Findings and Evidence

Standard met?

2

The Inspectors were advised that the current schools policy on bullying is under review .It is unclear whether the children and young people were involved in the development of this policy. The school displays posters around the school advising the children and young people to talk to staff if they are the subject of any bullying. All of the young people who returned questionnaires and/or attended a meeting with the Inspectors stated that they was no bullying on The Sleepover Club but suggested that this occasionally happened during school time. The Inspectors were unable to identify any risk assessments that had been carried out identifying the times, circumstances and places that bullying might be taking place and any resultant action. It is recommended that risk assessments concerning bullying are completed It is recommend that the children and young people are to contribute to the development of the new bullying policy.

Percentage of pupils reporting never or hardly ever being bullied	100 %
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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 NCSC of modifiable events. The Head Teacher would coordinate any notifications. The school is going to arrange that a monitoring of notifications takes place when external staff complete their half termly welfare (Std 33) checks at the school.

NUMBER OF THE FOLLOWING NOTIFIED TO NCSC 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?	1
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The School 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. The Inspectors have accepted that given the mobility problems that a number of the children and young people have it would be unlikely that a young person would choose or be able to abscond from the school. However the school should produce a policy and guidance for staff to follow in the eventuality that this could occur

Number of recorded incidents of a child running away from the school over the past 12 months:	0
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CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	3
<p>One of the school aims as stated in the school prospectus is “to create a community in which all members treat each other with respect and kindness”. The school defines the community as including all staff, children and young people and their carers and parents. Both of the Inspector felt that the Units greatest strength stemmed from the positive and caring relationships that are exist between the staff and children and young people Staff spoke about the young people with interest and enthusiasm, emphasising the young peoples strengths. Staff were observed engaging with the young people in appropriate ways and treating the young people with respect. Appropriate boundaries were maintained 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. A number of the children and young people indicated to the Inspectors either in questionnaires meetings or discussion that one of the things that they liked the best about being in “The Sleepover Club” was the opportunity spend time with their friends. The children and young people included comments in there questionnaires that included “staff are fun, children are nice”, “we have fun and talk to friends” and that “(I can) share my feelings with the adults” and “you can talk to staff” all of the parents who complete questionnaires felt that the staff were “great” and provided a “caring” and “happy” atmosphere all of the children and young people who completed questionnaires said that staff offer them advice on how to keep out of danger and the children and young people attending the meeting with the inspectors said that they felt safe in the Unit.</p>		

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 were provided with a draft copy on the new Behaviour Policy. The school states within this policy that the school will use positive comments and respect all individuals and that unacceptable behaviour will be dealt with without humiliating the individual. Staff throughout the school and The Sleepover Club are encouraged to recognise and praise good behaviour and celebrate achievement. Each of the children's and young people files examined by the Inspectors included copies of numerous certificates and rewards presented to them for achieving life and social. The children and young people were proud these and made several references to them with the Inspectors.

A document titled Staff Guidance on Control, Discipline and Intervention of Unacceptable Behaviour found in the Sleepover Staff Handbook provides guidance on unacceptable and permissible sanctions. The inspectors noted that a number of the sanctions that can be used in The Sleepover Club were discussed and agreed in a children's meeting. Children and young people indicated to the Inspectors in questionnaires and during their meeting with the Inspectors that the sanctions used by the staff fair. The young people advised the Inspector that if they are told off a member of staff always explains what they have done wrong. Sanctions are currently being recorded in a loose-leaf file. The Inspectors noted that from reading the sanctions book, individual files and the daily log that there has been minimal use of sanctions. Sanctions need to be recorded in numbered hardbound book as detailed in Std 10.9.

Staff have advised the Inspectors that there has not been any occasions when they have had to physically hold or restrain a child from being a danger to themselves or to others. Young people have indicated in their questionnaires and to the Inspectors that they have never had to be restrained. Staff indicated that they employ various de-escalation techniques when dealing with potentially disruptive or physical behaviour but acknowledged that they had not received any formal training. Currently the school has a no physical restraint policy. However this is being reviewed as part of the Behaviour Management Policy and there has been a recognition that the school may requires a policy on physical intervention including restrain when responding to challenging behaviour. The Inspectors felt that the physical vulnerability of a number of the children would increase in a restraint situation. If appropriate holds were not used then this could result in staff and children potentially being hurt and staff finding them being accused of causing an injury. During the inspection the inspectors observed an incident, which potentially could have escalated into situation when restraint may have had to be used. This was discussed with senior staff during the inspection. Both of the inspectors felt that an instruction in de-escalation skills and on appropriate means of restraint would prove to be a valuable tool for staff and would recommend that this be considered. Appropriate records in line with Std 10 14 would need to be kept.

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?	3
<p>Information concerning the eligibility for staying in The Sleepover Club and the admissions process can be found in the document Saxon Hill School – The Sleepover Club included in the school prospectus and Saxon Hill Sleepover Club – New Student induction /admissions process found in the Staff handbook. Information about the daily routines in The Sleepover Club is found in the documentation included with the prospectus and the Children's Guide. The Head of Care 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. The Inspectors were advised of one young person who is on a shared care package with a local authority. An examination of the young persons files showed that the appropriate LAC paper work was in place and that statutory reviews were taking place.</p>		
<p>Requests for admission to The Sleepover Club can be made from parents and professional staff working in or connected to the school. The final decision rests with the Head of Care who reaches this after discussion with her staff. Each of the children or young people are on individual respite packages and their stays can be from between one to four nights. The Head of Care has tried to make each evening group compatible. 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 evening groups are also developed around the specific needs of the children and young people. Some of the older children explained that they know that at some time they would leave the school and no longer be able to attend the unit. The Head Teacher provided the Inspectors with information concerning the partnership agreement between the school and the Connexions Service along with a number of career action Plans</p>		

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?

2

The Head Teacher advised the Inspectors that it is generally acknowledged that there is currently good interaction between the care, education and other professional teams within the school. However he is keen to find ways by which the level of interaction can be increased. The Head Teacher is looking at delegating more responsibility to individual staff and it is planned that case staff will become more involved in the children's and young people Individual Education Plan. The Inspectors observed the residential child care officers being very supportive in helping the children and young people with their homework. During a discussion with one of the physiotherapist the Inspectors were advised that residential child care officers were willing to help with any physical exercises that might be set. Details of these exercises were found in a number of the children's and young persons individual files. A number of the young people are taking part in the Youth Award Scheme and residential child care officers are involved in them completing and recording the required modules. The Head Teacher has recently extended regular invitations to annual reviews to the Head of Care. The Inspectors felt that in line with the proposal for residential child care officers to become more actively involved in Education Plans that these invitations should be extended to include all residential child care officers so that they could attend reviews on those children and young people that they have key working responsibilities for. The Inspectors have formed the view during their inspection that the care team provide a valuable and high standard of service. Programmes are in place for the children and young people to achieve a range of life and social skills. Residential child care officers have developed considerable insight into the children's and young people needs and a great deal of trust and mutual respect has developed between them. Given the success of these programmes and the knowledge and insight that residential child care officers have about the young people they care for, the Inspectors felt that the current written contribution to annual reviews is very limited and unsubstantial and failed to reflect the amount of work and the achievements that are made during the care time. It is recommend that the residential child care officers provide a detailed and specific reports to annual reviews and that key workers are provided with the opportunity to attend those reviews held on the children and young people they are key working.

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

A number of the children and young people stated in their questionnaires and during the meeting held with the Inspectors, that one of the good things about staying in The Sleepover Club was the range of activities that they were offered. The Sleepover Club provides activities every evening. On the night of the Inspection children and young people were involved in a quiz, a tasting session and assembling a CD cabinet for a member of staff. The children and young people spoke enthusiastically about trips that they had been on including the shopping trip to Ikea and to a pantomime. A number of children and young people attend a local cubs group, youth club and evenings at a local college. Staff record what activities a young person has attended in the activity diary. An examination of this record showed that the majority of activities were school based and that the staff did not regularly use many of the schools facilities. An examination of the Children's Meeting Book showed that the last time that activities were reviewed was early last spring. A number of the young people attending the meeting felt that they would like more physical activities such as basketball, swimming and table tennis. Several staff stated in their questionnaire that they felt that the range of activities should be extended to involve more of the children and young people in local groups where they might be able to socialise with children and young people of a similar age. This was a view shared by some parents. The Inspectors understand that a limiting factor affecting the range of activities is the availability of transport and drivers. Generic risk assessments are made on the activities undertaken by the children and young people. The Inspectors noted that a number of the young people who stay for one or two nights may have opportunities to attend more activities when they are at home. However for those children and young people stay in The Sleepover Club for the three or four nights leisure opportunities may be restricted to those organised by Sleepover Club staff. The Inspectors felt that the school should consider how it might 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.

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 available from shelves situated in the communal lounge. The inspectors noted that there was balance between the organised activities and free time. A television is provided in the communal lounge and in several of the bedrooms. The Head of Care advised the Inspectors that children and young people have use the Internet in school and that access is protected by appropriate software. The Care Team ensures that only age appropriate computer games and videos and DVD'S are bought into the school.

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 school obtains written consent to medical treatment and to administer medication on an annual basis. The consent form includes details of parental approval for administering homely remedies and records any known allergies. Senior staff must ensure the dosage of the medication is recorded.

Medication is sent from home and stored individually in a locked medication cabinet. There were stock supplies of approved homely remedies. There was no stock control system and the amount of medication received from home is not recorded. It is recommended that the quantity of medication stored and received be monitored. The Head of Care stated when required medication is stored in a locked tin within the fridge. A separate medication fridge is being provided.

Medication records demonstrated two members of staff administer all medication. The method for administering medication (route) is to be recorded on the medication sheet. It is recommended that a system for recording non-administration or refusal of medication be developed. P.r.n. medication is recorded in the daily notes. It is recommended this be recorded on the Medication Sheet. Information relating to medication, it's usage and side effects is maintained in the office. There are no children who self-medicate.

Staff training for safe administration of medication is planned for February 2004 and all staff have received training for administering rectal diazepam and oxygen. Pupil's G.P., guardian and the Head of Care have signed an agreed protocol for administering rectal diazepam and oxygen. Each pupil has a pack containing the rectal diazepam, the required equipment and the protocol, and is taken out on any visit. Reports are sent to the G.P. when the medication has been required.

The School nurse is responsible for administering medication during school hours. There is a verbal and written handover at the start and end of the school day.

All staff have received training for First Aid training for Appointed persons. It is recommended that one member of staff on each shift is receives training for First Aid at Work.

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.

Specific information concerning the children's and young peoples health care plans were not inspected on this occasion but will be at the next visit.

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

An inspection of the catering facilities, the relevant documentation and sampling of the meals throughout the two days, evidenced that children are provided with healthy nutritious meals that meet their dietary requirements.

Inspectors joined the children and young adults during the three main meals of the day, which were well managed and orderly, in a very good atmosphere. All children spoken to say that they enjoyed the meals, that they had choices and were able to tell the cook about what they liked or disliked. The breakfast, mid-day meal and evening meals sampled by the inspectors were well presented and met all nutritional requirements. Drinking water machines had been installed and both hot and cold drinks were available within the unit. Fruit and snacks were also available.

The main mid-day meal is prepared by the county catering department and eaten within the school part of the premises. Cooks attached to The Sleepover Club prepare the breakfast and evening meal, which is eaten in the dining area of the unit. Children had been involved in the menu planning, and staff had obtained information to meet the dietary needs of the current children.

Children were seen helping each other and also helping to tidy-up. Appropriate feeding assistance was seen being given to children by the staff members, as required. Residential child care officers were well informed and understood each of the young persons specific needs.

Storage and preparation facilities in The Sleepover Club were inspected and found to be satisfactory. A good report had been received from Environmental Health officer and the required record keeping was seen up to date and correct. The two cooks had basic food hygiene certificates, which were seen.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence

Standard met?

3

The children and young people usually bring in clothes and toiletries from home. As a number of them are only staying for one or two nights clothing is often restricted to what is needed for a change. School uniform is not compulsory within the school. Of those wearing school uniform a number of the young people chose to stay in their school uniforms though it is the inspectors understanding that they could change if they wanted to. The Sleepover Club holds a stock of clothing for emergencies. The Sleepover Club has its own laundry facilities. One of the young people who stays for a number of nights had brought in her own quilt cover. A number of the male and female teenagers had interesting hairstyles and all children all allowed subject to guidance found in the school prospectus are allowed to wear wristwatches and to wear stud earrings. One young female teenager had personalised her

nails with a colourful design.

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
<p>The Inspectors examined a number of the children's and young persons files and advise given to staff in documents titled individual action Plans - guidance to Staff review Date July 2004 and Care Plans - guidance to staff review date July 2004 found in the Care Staff Handbook.</p>		
<p>The Head of Care advised the Inspectors that the school has recently introduced a new system for drawing up care plans. The Care plans are kept in a separate individual file and current 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, Leisure, Behaviour Relationships with peers, Eating and Drinking, Personal Hygiene, Independent Living skills and Communication. It is the Inspectors understanding that targets are set for two of the above areas each term. Staff and children and young people work together to achieve the identified targets and staff are expected to evidence when this had been achieved. The majority of the children and young people who had completed questionnaires and a number of the those spoken to in the Inspectors meeting advised the Inspectors that they were aware of the care plans and the targets that had been set. 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 a personal record of achievement that they could take with them. The Inspectors were not easily able to identify those targets that related to any of the social objectives that might have been identified in the child or young persons statement of educational needs. The Inspectors felt that restricting the setting of targets to two areas could be limiting especially for those young people who might need to develop a number of skills relating to one area and for those who stayed at The Sleepover Club for the majority or whole of the week. It is recommended that</p>		

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.

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 of the children and young people has secure files that are maintained within the unit. Information is kept in two files, one titled the Care Plans and consists of information detailed in the previous standard and another called the Record of achievement that stores all of the certificate presented to celebrate the acquisition of a particular life or social skill, evidence supporting the completion of half termly targets and certificate awarded through the Youth award Scheme. Both files are well organised and maintained. Information concerning access to files by parents and young people (aged 14 or over) is found in the school prospectus.

Standard 19 (19.1 - 19.3)

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

Key Findings and Evidence

Standard met?

3

The school maintains records on children as required by this standard. A record of care staff and their relevant qualifications was made available with the pre- inspection questionnaire completed by the Head Teacher and for all other staff during the Inspection. A sample of staff files were examined and were found to be well organised. The inspector felt that the previous recommendations regarding staff files had been actioned. The inspectors noted that no staff are currently living on site. Copies of menus are being kept. There is an accident book in place for staff and another for children and young people. The inspectors noted that there had there been 13 accidents recorded in the Children's and young persons accident Book and one accident recorded in the Staff book. Visitors to the school are required to sign in before entering and there is a separate visitors book for people visiting The Sleepover Club after the main office is closed.

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?**

2

The maximum numbers of night that any child or young persons stays at The Sleepover Club is four with the majority staying between one to two nights. Consequently all of the children and young people are able to have regular contact with either their parents or main carers. Any contact restrictions are recorded in the child or young persons care plan. The school has recently provided The Sleepover Club with a payphone and is currently waiting for the final connection to be made. The Inspectors are unsure whether its present location in the main entrance corridor will afford appropriate level pf privacy and advise the staff to monitor its usage. The school also needs to consider how it can ensure that children and young people can have access to the payphone or the units phone without first having to ask for money or permission from staff. The inspectors were advised that a number of young people have their own mobile phones. There is a further payphone situated in the main school building but it height from the floor could make it inaccessible to wheelchair uses. Child line help numbers are displayed next to both payphones. It is recommended that access to and the level privacy that the position of the new pay phone provides is monitored and that the school phone is repositioned. 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?**

3

The Head Teacher provided the Inspectors with a copy of an agreement drawn up between the school and the Connexion's Service for the academic year 2003 –2004 The inspectors noted that the school has agreed to advise the Connexions personal adviser assigned to the school of the timing of all transitional Reviews. This is to allow sufficient time for the personal adviser to undertake any preparatory work and to attend the reviews. The Head Teacher provided copies of a number of completed Care action plans for young people from The Sleepover Club. One of the older children from The Sleepover Club was keen to show the inspectors the Connexions library whilst giving the Inspectors a guided tour of the school. The Inspectors were not advised on any young person who is about to leave care or to move into independent living.

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 a key worker with whom they have regular key working sessions with. The Children and young people identified their key workers and others members of staff as some one they could approach if they have any particular problems.

The school has arranged for an Independent visitor to visit the school on a regular basis. Other regular visitors include a member of the governing body, special educational needs adviser as well as staff from other schools completing reg 33 Reports for the school and governing body. Whenever possible photographs of the regular visitors to the school including the NCSC Inspector are displayed in a prominent position in the unit. A number of the children and young people have multiple disabilities and communication problems. Health services, occupational therapy speech therapy and physiotherapy are all provided by the health authority within the school. Residential child care officers are often asked to carry out individual exercises with a number of the children and young people whilst they are staying in the unit. The Inspectors were advised that the for a number of the pupils at the school, learning is supported by the Conductive Education process The school had a trained Conductor who is in the process of training both staff and parents/carer about the method.

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
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Saxon Hill is a purpose-designed facility built some 25 years ago that has been constructed to meet with the needs of children and young people who may have multiple disabilities. Little consideration has been given to the provision of privacy. There are limited outdoor facilities. There are inadequate facilities for vehicles transporting children to and from the school. The School is already aware of these shortcomings and others mentioned with in this report and some issues have already been actioned or are scheduled within the Schools development plan. The respite unit or Sleepover Club is built to one end of the school. It briefly comprises of an entrance corridor, communal lounge, communal dining room, kitchen, eight bedrooms bathrooms and an office area. The school and unit are built on one level with flat access throughout. The Sleepover Club is equipped with various adaptations to assist children with physical disabilities. The Inspectors noted that although the design of The Sleepover Club has considered many of the physical problems that the children and young with disabilities might experience it reflects a value base that is not consistent with those that a child or young person would expect today. Little consideration has been given to the provision of privacy There is limited outdoor facilities and inadequate facilities for vehicles transporting children to and from the school. 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, Children and young people have been upset by some recent vandalism to the site but advised the Inspectors that they felt safe within the unit.

Recently a sixth form centre has been added to the side of the residential area. Currently access to this is through the unit. The school and members of the sixth form have agreed on a protocol where they will only access the sixth form centre after the children and young people have vacated the unit.

The Head Teacher is hopeful that future plans to extend the care parking arrangements to relieve congestion to the front of the school will also provide external access to the sixth form

centre.

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

Unit has been maintained in a good manner. The Sleepover Club was warm, radiators are protected and water temperatures are controlled.

The children and young people were keen to advise the Inspectors that they had recently been to Ikea to purchase a number of new settees for the communal areas of the unit. Although staff and children have made efforts to make The Sleepover Club cosy some of its architectural features tend to create an institutional feeling particularly with in the bedroom area. 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 Inspectors acknowledged that for some children and young people there is not a great need for personal storage space given the fact that they stay for only a short period of time. However it is recommended that the storage space provided should be lockable. With the exception of one single room none of the bedrooms are 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. 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. Some of the children and young people had provided their own bed linen.

The Inspectors were concerned about the three-bedded rooms. The inspectors felt that these did not provide enough floor space and noted that one of the beds was very close to another. Staff acknowledged that moving the hoist into these rooms can prove very difficult. The Inspectors measured the floor area and concluded that it did not meet with the recommendations stated in the school Premises Guide 1999. The Inspectors found a report made in the accident book when one of the young people staying in a three-bedded room had collided with another.

The Inspectors were also concerned that the school had ignored the advice against odd numbers of occupants in bedrooms as stated in Std 24.5. The Inspectors noted that the chronological age range of children in the two and three bedded 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 allocated bed spaces took into consideration the children's and young person's individual needs and their emotional and developmental ages. It is recommended that the school engage the services of different agencies such as an architect and an occupation therapist to review the current provision against the National

Minimum Care Standards and to consider their recommendations. It is recommend that the school review the age ranges of the children and young people within the different bedrooms. If the school believe that there is good reason why the age difference should be allowed to stay as it is then these should be put in a report and forwarded to commission The Inspectors will seek further guidance on this, the matter of odd numbers in rooms and on the size of the available floor space in the three bedded rooms with the DFES. The Inspectors acknowledged that attempts to fully comply with these standards could affect the total number of children and young people who could be provided with a valuable and much needed service by the school.

Staff sleep in provision is located in an upstairs flat but waking night staff is on duty every night. The Inspectors were concerned that there is currently no call system between staff. The Head Teacher and Head of Care advised the inspectors that the school was investigating this.

The Inspectors were concerned d that there was easy access into the unit's kitchen. An inspection of drawers in the kitchen revealed several sharp knives and a pair of scissors. This information was shared with the Head of Care who agreed that in future it would be locked after the catering staff had left the premises

The school had responded to a number of previous recommendations including the provision of a mobile hoist and the removal of a tree that was preventing natural light into the unit.

Standard 25 (25.1 - 25.7)

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

Key Findings and Evidence

Standard met?

2

The bathroom and toilets facilities were sufficient for the number of children. Sluice facilities are available. The Inspectors noted that access to all of the toilets was by a sliding door. Some of these proved difficult to move and require some attention. A number of the locks were not working and did would not provide staff wit the opportunity to open them from outside. The system of turning a sign indicating whether the toilet was engaged or not did not work. It is recommended that the sliding doors receive maintenance and are fitted with appropriate locks that can be opened from the outside. The inspectors acknowledge that all of the children and young people who completed questionnaires stated that the toilets provided a high level of privacy. 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.

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

An inspection of The Sleepover Club and the relevant documentation evidenced that the Head Teacher and the head of care had given the health and safety issues a high priority. Consideration had been given to particular risks associated with the disabilities of the children and young adults using the unit.

The following documents were seen up to date and correct: risk assessments, health and safety audit, gas servicing and testing, catering equipment servicing, boiler plant servicing and testing, electrical installation testing, electrical portable appliance testing, hot water checks, hoist maintenance and testing, wheelchair maintenance, Insurance certificate with adequate cover. Valves had been fitted to hot water outlets and low heating surfaces had been provided throughout. The last Fire Prevention officer report seen did not make any recommendations for the unit.

The following shortfalls were noted and agreed by the Head: not all weekly fire alarm tests or monthly emergency lighting tests had been recorded, rubbish and redundant items had accumulated in an area outside the kitchen, the door to the kitchen was not kept locked when there was no member of staff present.

The inspector expressed concerns about the health and safety hazard presented, to both children and adults, by vehicles manoeuvring outside of the school in the very tight, restricted and inadequate car parking area. The Head stated that he had referred this matter to his superiors and that a health and safety committee had reported on this matter. It is understood that within the next two months work is to commence on the provision of an overspill car park to the side of the school. Completion of this car park will enable the front of the building to be restricted to short stay minibuses and vehicles dropping off/collecting pupils. Also access for emergency vehicles must be maintained at all times.

Children and staff asked were aware of the evacuation procedures and regular fire drills had taken place and were seen recorded.

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
<p>A discussion with the Head Teacher and the Head of Care, and an inspection of the records, evidenced that a satisfactory system was in place for the recruitment of staff. No new staff had been employed during the past 12 months, with existing school staff transferring to The Sleepover Club when there had been a vacancy. Turnover of staff had been minimal during the past few years. No volunteers or gap students are used. References had been obtained for staff employed and the county personnel department are involved with HR aspects of employment.</p>		
<p>Of the 17 staff employed within the unit, records were seen for 12 having previously had a police check. All staff must now undertake a comprehensive criminal background check (CRB) and staff confirmed that they had all been requested to complete the CRB forms as soon as possible. As part of this process staff are required to produce evidence of their identity against official documentation, and records will need to be kept by the Head, as required. There is a need to include other adults who are involved in the running of The Sleepover Club in this process e.g. Independent visitor, visiting school governors, physiotherapist, handyman etc.</p>		
<p>There are no adults living on the premises.</p>		

Total number of care staff:	14	Number of care staff who left in last 12 months:	1
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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?	2
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An examination of the staffing rosters, the statement of purpose and a discussion with the head of care evidenced that adequate numbers of staff were employed to meet the needs of the current children.

It was noted that, with the exception of one male teacher, who works for five hrs per week within the unit, all staff were female. It was agreed that the gender imbalance of staff was not ideal, but as turnover had been very low there had been no opportunity to redress this.

There is a head of care; a deputy and 10 residential children's care officers employed for the maximum 16 children within the unit. Only the head of care and her deputy are employed on a full-time basis. Two cooks and a housekeeper also work each day in the unit. No agency staff or volunteers are currently used. The rota showed that five residential childcare officers are on each day shift (starting times vary). At night there are two waking and two sleep-in staff. The head of care stated that these staffing levels had been adequate to meet the assessed needs of the current children and young people accessing the unit, and that it had not been necessary to wake the sleeping in staff.

There is currently an informal system in place for senior to be contacted in the case of an emergency at night. It is recommended that the school review the senior on call system.

The register for staff and children sleeping on the premises was seen up to date and correct. A key worker system was in operation and children could identify with members of staff. Adequate provision for escorting children to activities was seen documented.

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?	2
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The training records were examined and discussed with the head of care. Training had been provided for all residential childcare officers in the following topics; manual handling, epilepsy, first aid, administering rectal diazepam. Further certificated training was arranged to take place in medicines.

It was agreed that the head of care would identify training topics that were outstanding, for each member of staff, from the list in Appendix 2 of the National Minimum Standards. The inspectors drew particular attention to the need for updated training on child protection, whistle blowing, and strategies for crisis intervention and prevention.

There was a professional development-working group, which the head of care attended.

Evidence was seen of training aspects being discussed during staff supervision sessions. A minimum of five inset-training days per year had been provided. Staff induction to The Sleepover Club had not been documented, as required. The Head Teacher stated that a new induction format was about to be introduced which would be comprehensive.

Standard 30 (30.1 - 30.13)

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

Key Findings and Evidence

Standard met?

2

It was evident that each member of staff within The Sleepover Club is accountable and supported, and each had a job description and a contract of employment. Lines of communication were clear.

Care staff had taken part in regular supervision meetings, and the records were seen up to date. Appraisal targets had generally been met. However the system of supervision and appraisal should include the two cooks and the housekeeper, as agreed.

Regular staff meetings had taken place, and the minutes distributed to all staff. These meetings had been scheduled within the staff rosters.

There was no evidence of staff smoking or consuming alcohol on the premises.

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
<p>The Head of Care has substantial care experience, has qualifications in childcare along with other relevant qualifications, and is about to begin studying for the Registered Managers Award when its accreditation is granted. Senior staff in charge of all shifts have the necessary substantial relevant experience. Shift handovers occur between main shifts.</p> <p>Of the 13 care staff excluding the manager, one had NVQ3 and five have equivalent qualifications. There is a need to provide training to ensure that the target of 80% care staff achieve NVQ level 3 by 2005.</p> <p>Children are not routinely given responsibility over other children although there is a high degree of mutual support. The lack of a call system could lead to some reliance on children monitoring each other.</p> <p>The differences in the procedures, for suspension of staff pending and enquiry, between education and Social Services was being addressed and the policy documentation amended.</p> <p>No incidents or allegations/suspensions of abuse had been reported. There had been no complaints, outbreaks of illness, or major crisis reported during the past twelve months. The school had planned responses for foreseeable events.</p> <p>Information had been passed on to parents/guardians, unless contrary to the welfare needs of the child, as required.</p>		

Percentage of care staff with relevant NVQ or equivalent child care qualification:	47 %
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Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence	Standard met?	2
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The head of care is involved in all record keeping but does not sign all records as outlined in this standard. Attention was drawn to the lists of topics to be signed for each half term, full term and annually, as listed in Std 32.2 of the regulations.

The Head should produce once a year a review of the operation and resourcing of the boarding provision in relation to the Statement of purpose and the requirements of these standards. This report must be submitted to the Board of Governors and be available for inspection.

No police involvement in the school had been reported during the past twelve months

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?	2
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The School along with other special school 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. Although copies are routinely sent to the school the LEA and the Inspector, the Inspectors were made aware that they are not routinely shared with the Board Of Governors. During general discussion with the Head Teacher and other senior staff and the Deputy Chair of Governors the Inspectors raised the idea that there would be some benefit in identifying a sub committee or a number of Governors who would take a special interest in the care provision and its staff at the school. It was recommended that members of this group should routinely be provided with copies on the std 33 Report.

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 14 January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible
A copy of the Providers comments and action plan are available at the Area Office, where these have been submitted.

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

- Amendments to the report were necessary
- Comments were received from the provider
- 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.

C.2 Please provide the Commission with a written Action Plan by 28 April 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

- Action plan was required
- Action plan was received at the point of publication – The Lead Inspector is visiting on pre inspection/follow up visits shortly and will discuss with Head actions that are planned.
- 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: <enter details here>

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.