



Making Social Care
Better for People

inspection report

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

Dawn House Residential School

Dawn House School

Helmsley Road

Rainworth

Nottingham

Nottinghamshire

NG21 0DQ

8th / 9th December 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

Dawn House Residential School

Tel No:

01623 795 361

Address

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

Fax No:

01623 491173

Email Address:

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

I CAN - Invalid Children`s Aid Nationwide

Name of Head

CSCI Classification

Residential Special School

Type of school

A non-maintained special school for pupils with speech, language and communication difficulties.

Date of last boarding welfare inspection:

2/2/04

Date of Inspection Visit		8 th / 9 th December 2004	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Caroline Brailsford	119479
Name of CSCI Inspector	2	Patricia Pollock	107461
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Kate Jones	

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

This document summarises the inspection findings of the CSCI in respect of Dawn House Residential School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

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

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

Dawn house School is a residential special school for children and young people aged 5-19 years old, who have been identified as having speech, language and communication difficulties.

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

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

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

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

The children board in 6 houses which are in the grounds of the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The inspectors observed a high level of mutual respect, openness and warmth demonstrated by the staff towards the pupils and those pupils towards each other and the staff. Throughout the inspection all members of the school spoke positively about each other and the service provided. This general attitude was reflected in the openness with which both staff and pupils spoke to the inspectors.

The school provides an extensive range of interesting and variable activities for the young people in residence.

It was very clear that all the individual needs of the young people were being well met within this establishment. Also that these needs are well assessed reviewed and recorded, within the context of a consultative framework, that includes parents and young people as effectively as it includes other professionals.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The vetting of long term care staff is not up to date in relation to recent Department of Education and Skills Guidance.

Boarding provision requires updating and refurbishing in some areas.

There are many areas which are well recorded but some where extensive work has taken place, and records do not reflect the level of good work, for example risk assessments.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school continues to provide a very good standard of boarding welfare. Staff remain committed, well trained, supported and supervised, often using their own time to ensure the maintenance of their own high standards.

Statement of Purpose (Standard 1)

This standard was met.

The statement is clear and accessible and also available on the internet, although is currently being updated there.

Children's Rights (Standards 2-4)

2 of these standards were commendable; one standard had a minor shortfall.

The children confirmed and the files provided ample evidence that there is wide consultation between staff and students.

There is a liaison officer to build and maintain links and relationships between the school and families. This was found to work positively.

The school has good clear guidance and staff practice the guidance on privacy and confidentiality.

Consultation is extensive and well recorded.

The complaints process does not advise parents that they can contact the Commission for Social Care and Inspection.

There is a complaints file although this did not contain all documentation concerning recent complaints. Staff would benefit from some training in recognising and managing complaints.

Child Protection (Standards 5-8)

3 of these standards were met, one had a minor shortfall.

The school has a clear child protection policy, which all staff understood.

Children reported that they felt safe in the boarding houses but no risk assessments exist for those areas of the school where children report feeling unsafe. This was during the school day in the school building however.

Children and young people had a high level of awareness of bullying issues and reported that they would know where to go for support on these issues. They felt that the staff would listen to them.

The inspectors were able to confirm that there is a Child Protection policy in the school and that children feel safe living there.

A system exists for notifying significant events to the relevant authorities and the school ensures that children absent without authority are protected.

Care and Control (Standards 9-10)

1 standard is commendable and one had a minor shortfall.

The atmosphere of warmth, openness and genuine respect between students and staff impressed the inspectors. This reflects the policy on acceptable conduct and the regular training in positive behaviour management.

Relationships within the school are commendably high.

Staff respond appropriately to behavioural issues, new staff now need to sign the behaviour policy on appointment.

The policy on involvement of the police was not finalised and the records of sanctions and physical interventions were not appropriately recorded.

Quality of Care (Standards 11-16)

2 of these standards are commendable and all are met.

Overall the quality of care at this school was found to be good.

Admission and leaving processes are thorough and well evidenced.

Care provision supports the educational targets. The school continues to have excellent out of hours activities, the school actively promotes healthy living and children have appropriate control over issues of dress and personal requisites.

Planning for Care (Standards 17-22)

2 of these standards are commendable, 2 of these standards are met, one was not inspected and one has a minor shortfall.

Care plans are thorough and well recorded and files are generally well kept. Contact with parents is positively encouraged and children are given excellent individual support.

The school is established to provide specialist support to students under the I CAN programme and also there is specialist therapeutic help available if required.

Staff files require up to date CRB checks on all staff. The personnel files should be held in the school or be available for inspection.

Premises (Standards 23-26)

All of these standards are met.

The accommodation is adequate and reasonably homely but would benefit from modernisation and the addition of some colour to the decorating schemes as it has an institutional feel in some areas.

The young people reported that they felt safe in the school.

Health and safety issues were well documented and risk assessed within the school.

Staffing (Standards 27-30)

1 standard is met, and 3 have minor shortfalls

The school operates on a remarkably stable and well-qualified staff group. The levels of staffing are adequate at all times within the 24 hours and the students have well developed relationships with those staff who regularly care for them.

Issues were raised by inspectors regarding personnel files (see standard 19.1)

Supervision for new staff needs to follow the guidance in the National Minimum Standards.

Levels of staffing are adequate and training is extensive.

Organisation and Management (Standards 31-33)

1 of these standards is commendable and 2 are met.

The school was found to be well managed and the staff reported that the head of care was organised, approachable and supportive.

The school has a rigorous system for Section 33 visiting.

Staff were well qualified for their tasks and records are generally well monitored and countersigned.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS4	Staff to be trained in the complaints procedure covering those aspects outlined in 4.4	1/8/05
3	RS4	Complaints file to be kept up to date and demonstrate how complaints have been resolved. (4.9)	1/8/05
4	RS6	Staff to regularly risk assess areas of the school where the risk of bullying is greatest. (6.5)	1/4/05
5	RS19	Personnel files <u>in the school</u> to be updated to include CRB checks on all staff (19.2).	1/4/05
6	RS26	Risk Assessments to be constructed for each young person (26.3)	1/4/05
7	RS28	Staff policy to be produced (28.2)	1/4/05
8	RS28	A risk assessment is compiled covering staff working alone (28.6)	1/8/05
9	RS29	Construct written induction programme for new staff.(29.2)	1/4/05
10	RS30	New staff to receive 1; 1 supervision fortnightly for their first 2 terms (30.2)	1/4/05
11	RS30	The staff handbook to be updated and indexed (30.7)	1/8/05
12	RS30	Domestic staff need job descriptions for the extra duties they provide in the boarding houses (30.9)	1/4/05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS10	Staff to be required to sign the policy on permissible sanctions to demonstrate that they have read and understood it. (10.19)
2	RS18	Staff to be advised to sign their diary entries.
3	RS20	External phone to be provided in Shires.

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

YES

Checks with other Organisations

- Social Services
- Fire Service
- Environmental Health
- DfES
- School Doctor
- Independent Person
- Chair of Governors

YES

NO

YES

NO

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

Date of Inspection	8/12/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	38
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	<input type="text" value="X"/>
GIRLS	<input type="text" value="X"/>
TOTAL	<input type="text" value="X"/>

Number of separate Boarding Houses

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

The scale ranges from:

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

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

"9" in the "Standard met" box denotes standard not applicable.

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	3
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The school has a prospectus that serves as a Statement of Purpose describing the overall purpose and function of the school. The Statement is also available in a format that is appropriate to the young people. A web site is being developed by the school to give even greater access to the Statement.

The Statement covers all the issues detailed in 1.3 of the standards, reflects procedures on both the boarding and educational sides of the school and is reviewed annually by the Governing body.

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 its views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	4
<p>The children themselves confirm and the files provide ample evidence that there is wide consultation between staff and students. Young people are involved in their reviews, in establishing the details of their care plans, in planning household activities and outings and in representation on the school council.</p> <p>Families are invited to reviews and there is a specific liaison officer to maintain positive links between the school and home. This officer provides a valuable role in helping the school and home to understand each other's culture and expectations.</p> <p>The young people's care plans stress the importance of individual responsibility and independence of action and this is reflected in the way that the houses are managed by and for the young people.</p> <p>There are no children from ethnic minorities currently placed in the school. The files evidence that all young people are asked what their religious and cultural needs might be, on admission.</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?	4
<p>The staff handbook has a policy detailing the need for privacy and confidentiality for families and students. This policy is supported by guidance for new/agency staff on how to ensure this policy operates in reality. The inspectors were impressed by the value attached to this area of policy for the students, and the students reported that they are given respect and privacy as appropriate to their ages and ability.</p> <p>All records are kept in a locked cabinet. Most children have mobile phones on which to make private phone calls, those who do not, have access to a pay phone for calls home or elsewhere. There is also an e-mail facility for students.</p> <p>There is space available for students to see their parents in private and boarding houses are separated by gender.</p>		

Standard 4 (4.1 - 4.8)		
Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.		
Key Findings and Evidence	Standard met?	2
<p>There is a complaints policy and leaflets that are sent out to families detailing processes for complaining. The policy ensures independence and details how a complaint will be dealt with.</p> <p>All the children that the inspectors spoke to were very clear about how and to whom they can raise a complaint. They have written guidance that is available around the boarding houses.</p> <p>However, staff are not trained in managing this process and the guidance does not advise parents that they can contact the CSCI directly if they do not wish to pursue a complaint through the school. In addition, the complaints file does not detail how complaints have been dealt with or give a clear indication of outcomes.</p>		

Number of complaints about care at the school recorded over last 12 months:	<input type="text" value="1"/>
Number of above complaints substantiated:	<input type="text" value="X"/>
Number of complaints received by CSCI about the school over last 12 months:	<input type="text" value="0"/>
Number of above complaints substantiated:	<input type="text" value="X"/>

CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

Standard 5 (5.1 - 5.12)

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

Key Findings and Evidence

Standard met?

3

The inspectors were able to confirm that there is a Child Protection policy in the school and that children feel safe. All the issues of standard 5 are incorporated in this policy.

All staff are trained in recognising and responding to Child Protection allegations and the care manager reported that this training is repeated at regular intervals.

The issue of liaising with the police to develop a shared protocol in relation to any child prostitution issues, which might arise, is in process.

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 school has a clear written anti bullying policy that is well known and understood by staff and students alike. The senior staff report that they take this issue very seriously and a lot of work has gone into making the school a safe place for students to be.

Students confirm that bullying would not be tolerated in the boarding houses, but were less confident about bullying in the school. It was noted that the school as a whole has not developed risk assessments for those times, places and circumstances where bullying is likely to occur, or developed action plans to reduce the risk where feasible.

Percentage of pupils reporting never or hardly ever being bullied

X %

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 care manager reported that the school has a system in place to ensure notification of significant events to the appropriate authorities. This process incorporate all those issues identified in 7.2. The CSCI has been informed accordingly.

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

- | | |
|--|---|
| • conduct by member of staff indicating unsuitability to work with children | 0 |
| • serious harm to a child | 0 |
| • serious illness or accident of a child | 0 |
| • serious incident requiring police to be called | 0 |

Standard 8 (8.1 - 8.9)
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

Key Findings and Evidence	Standard met?	3
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There is a thorough written policy on managing children absent from school without consent Staff understand and are regularly trained in permissible forms of restraint for a child who may be at risk of absconsion.

The reported level of incidents below reflects those young people who have left the buildings without consent. They do not involve any children who have left the school grounds.

Number of recorded incidents of a child running away from the school over the past 12 months:	51
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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?	4
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The atmosphere of warmth, openness and genuine respect between students and staff impressed the inspectors. This reflects the policy on acceptable conduct and the regular training in positive behaviour management.

The head of care informed the inspectors, of one particularly positive story of two young men whose behaviour on arrival at the school was unmanageable and who with guidance and support are now charming, friendly and positive members of the school community.

Students report that they are treated fairly if they misbehave and they know the standards of behaviour that are expected of them.

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
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There is a clear school policy on admissible forms of control and this is consistently applied across all the houses. Staff and students confirm this.

Children report that they generally “do what the adults tell us to” and confrontation is not a major issue.

However, in order to ensure compliance and understanding in the staff group the standards advise that the policy should be signed and held on each individual staff file. This is not currently happening. The protocol for involvement of the police in any difficult situations needs finalising. Although the Head of Care has developed a bound book system for recording Physical Interventions and Sanctions, this does not include all the issues listed in 10.9 and 10.14

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)
 Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	4
<p>Children are only admitted to the school after a 3-day assessment period. This assessment includes time spent in the boarding house and the information gathered here contributes to the planning of admission.</p>		
<p>Students are allocated a key worker on admission and it is this individual's responsibility to ensure that the student is settled properly into the boarding house. This includes ensuring that all necessary information is collated and passed to care staff and that any special needs are addressed.</p>		
<p>When a student leaves the school the Family and Community Liaison Worker helps home and school to ensure that appropriate plans and support are in place for the student's future.</p>		
<p>Students confirm that transition processes are as smooth and constructive as feasible.</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?	3
<p>The care files evidence a wealth of educational information available for care staff and the positive involvement of care staff in annual reviews.</p> <p>Books are available to students in the boarding houses and homework clubs exist to support their private study. Some students have desks, but the inspectors were unable to find a student who was happy to use a desk. All students reported that they preferred to sit on their beds or the floor.</p> <p>Telephone message systems have been established in all the houses to enable teaching staff to send important information between school and boarding. Boarding staff reported that they take daily written information regarding boarders across to the school. The care staff perception is that this is not yet fully a two way process. They would wish their teaching colleagues to be more proactive in communicating with the boarding side.</p>		

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?	4
<p>The school is to be commended on the range and choice of activities available for young people in the evenings.</p> <p>The inspectors were able to watch a swimming session and a rehearsal for the xmas play. Both were enormously enjoyable for staff, students and inspectors alike. Students report that the choice of activities is one of the best things about the school, drama, swimming, basketball, computer room, cooking, outings to roller ball etc., youth club, dance club were just a few of those mentioned. In addition the boarding houses have books, magazines toys and games available for students in their free time.</p> <p>All activities are risk assessed.</p>		

Standard 14 (14.1 - 14.25)		
The school actively promotes the health care of each child and meets any intimate care needs.		
Key Findings and Evidence	Standard met?	3
<p>The school has a thorough health care policy supported by regular training and clear procedures. Student files are detailed regarding individual health needs and plans and parental consent is confirmed on arrival at the school. The files evidence that all health care checks are regularly addressed.</p> <p>Storage and distribution of medication was secure and meticulous, and the two nursing staff have very good accommodation and facilities for sick children. No students are currently receiving intimate personal care.</p> <p>Students are generally registered with the local GP but some may retain their own GP at parental request. The local GP is reported by the nurse to be very supportive, providing a homely remedy list and general advice and support when requested.</p> <p>3 of the older children are self-administering of medication and have been assessed as Gillick competent to do this. The medication of these young people is stored in a locked cabinet in their rooms and the nurse holds the key.</p>		

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
<p>The students are provided with a varied and healthy diet. The evening meals are taken in a colourful, lively and sociable dining room and there is a regular choice of food available.</p> <p>The cook has used considerable energy in ensuring that children's likes and dislikes are met and both staff and students appreciate her efforts.</p> <p>Domestic staff are appropriately trained and facilities are clean and appropriate.</p>		

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

Children only board at the school on a weekly or fortnightly basis. They bring their own toiletries and clothing with them from home and have their own areas for storing their things.

No young people currently require help with dressing.

CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence

Standard met?

4

All files seen by the inspectors had comprehensive care plans in place. There is ample evidence that these are constructed in consultation with teaching staff, parents, other professionals and students themselves. The inspectors were impressed by the detail of these plans and the rigour with which progress indicators are assessed, recorded and monitored by senior staff.

Each young person has a key worker who oversees the plans of their students and the students are involved with their key worker on a monthly basis in checking, commenting on and signing their plans. These plans are displayed on the wall in the houses so that all staff is kept up to date regarding progress and changes.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence

Standard met?

3

The student's files are well kept and have all the relevant information available. They are stored securely and for the appropriate length of time.

None of the current children in the school are in the care of the local authority.

Some of the daily diary records are of a fairly detailed nature. The inspectors believe it would be appropriate for the staff to sign all diary entries to ensure that significant events can be followed up with the appropriate persons where necessary.

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?	2
<p>The staff and student registers are up to date. Menus, accidents, duty rosters and diaries are appropriately recorded and signed.</p> <p>The personnel files are maintained at head office in London and copies of most of the appropriate material is held in the school. It is therefore difficult in the inspectors' view for the head to maintain an appropriate level of oversight for this key area for which he is responsible. In addition, the staff who have been in post prior to the introduction of the Criminal Investigations Bureau checks have not been submitted. They do all have their original police checks on file.</p>		

Standard 20 (20.1 - 20.6)		
Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.		
Key Findings and Evidence	Standard met?	3
<p>Contact between home and school is good. Students report that they are able to contact home by telephone, email or letter whenever they wish to. There is adequate space in the school to enable students to see their families alone whenever they wish.</p> <p>The Shires house does not have a pay phone available to students. Although students have their own mobiles, this may not always be the case and the inspectors would recommend that the building development programme include pay phone access for students in this house.</p>		

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?	0
Not inspected.		

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?

4

The young people are involved in varied activities outside the school as well as inside. These develop their links with the community outside the school. Within the school there are a range of staff to whom children can turn for individual help and advice on personal or sexual issues. In addition there is an external consultant available and known to the pupils should they wish to use her.

There are not currently any young people for whom English is a second language, although there is one young woman whose file demonstrated that her specific cultural needs had been addressed.

The school is established to provide specialist support to students under the I CAN programme and also there is specialist therapeutic help available if required.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
<p>The property in which the school is situated is appropriate in size and lay out for the young people.</p> <p>The maintenance of the premises is overseen by the bursar and a team of 23 staff (largely part time). The bursar maintains records of fire drills, environmental health checks and all health and safety issues. These were inspected and are well kept and up to date.</p> <p>A fence and security cameras protect the school grounds and lights operate after dark. There are plans available to extend some of the fencing and lighting to ensure that privacy and safety are overseen in all areas of the site.</p> <p>All of the boarding houses have bells and key code pads which the young people operate with no problems. The young people report that they feel safe in the school.</p>		

Standard 24 (24.1 - 24.19)		
The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.		
Key Findings and Evidence	Standard met?	3
<p>The school has adequate sitting, bathing, sleeping and toileting facilities for the number of boarders. The houses are divided by gender.</p> <p>Each boarding house provides lounge areas for comfortable free time and for the pursuit of hobbies/interests. In addition, the students go into the main school in the evenings to follow up a range of planned free time activities.</p> <p>Each house has a member of staff sleeping in at night and there is a senior member of staff on call at all times.</p> <p>Some of the boarding houses have a rather institutional feel to them and would benefit from the introduction of more colours and a modernisation programme. Also, none of the students questioned had access to a lockable space or to a reading lamp for their bedside.</p> <p>It is recognised by the inspectors that a major refurbishment programme is to take effect from this Christmas Holiday. This is largely to extend the Further Education area by 9 pupils but will also involve improvements to fencing, lighting, decorations and bathing facilities.</p>		

Standard 25 (25.1 - 25.7)		
The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.		
Key Findings and Evidence	Standard met?	3
<p>The range of bathing and toileting facilities is appropriate</p> <p>In some areas the quality of these facilities is not of a very high standard with gaps between baths and lino, students reporting leaks to showers and cold water for baths at the end of the hot water run.</p> <p>As stated above there is a programme in place to address these shortfalls.</p>		

Standard 26 (26.1 - 26.10)

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

Key Findings and Evidence

Standard met?

3

The inspectors were impressed by the rigour demonstrated by the Health and Safety systems within the school. Premises, outings, and access to the school are all well Risk Assessed and the bursar holds main copies of assessments.

Fire equipment, boilers, refrigerators and electrical equipment are all regularly inspected and records are available to verify this.

Students and staff confirm that they regularly have fire drills and are clear on processes in the event of evacuations. There are no animals kept at the school.

However, although it is acknowledged that staff make their own risk assessments for each young person when arranging outings, these are not all 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
See 19.2	17	Number of care staff who left in last 12 months:
	3	

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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The school operates on a remarkably stable and well-qualified staff group. The levels of staffing are adequate at all times within the 24 hours and the students have well developed relationships with those staff who regularly care for them. The school rarely uses agency staff, preferring to cover its own leave or sickness shortfalls with existing staff.

There are senior staff on duty at all times of the night and on call system operates within the management team for reference during any serious incident or child protection event.

The school has no written staffing policy or risk assessments to cover incidents of staff working alone. These would guide staff in the event of unexpected absence and should include guidance on levels of accountability.

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

Key Findings and Evidence	Standard met?	3
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The school has a comprehensive training programme for staff that includes NVQ 3 In Care. The training programme addresses the issues outlined in appendix 2 of the Care Standards.

All staff have annual appraisals, which were documented on the staff files kept at the school.

Induction is recorded and the inspector evidenced this through the inspection of on staff induction. New staff confirmed that they have a mentor for the first term and an individual plan of experience learning.

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
<p>Staff supervisions are subject to a half termly agenda and appraisals are annual for all staff in the school. Supervisions take place according to a standard agenda and are recorded on staff files. The staff file for the new member of staff did not reflect the appropriate level of supervision.</p> <p>Staff have access to a handbook which covers policy and practice in the school. However, this handbook is in need of updating and indexing to ensure that it is a live and accessible document and covers all the issues listed in Appendix 3.</p> <p>2 domestic staff undertake duties where they are directly caring for the pupils. They reported that their job description does not reflect this.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

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

Key Findings and Evidence

Standard met?

3

The school was found to be well managed and the staff reported that the head of care was organised, approachable and supportive.

The Head of Care and her staff are appropriately qualified. This was assessed through discussion with the staff and management. The care manager reported that the staff team is well on course to achieve the appropriate level of NVQ qualification by 2005.

Time is set aside for staff to have supervisions, meetings, and training and write reports on a daily and weekly basis. Some staff reported that the balance of training was weighted towards the academic side. The inspectors found that training records reflected that training was undertaken which was appropriate to the National Minimum Standards.

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

50 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The school has regular monitoring processes in place to cover the items detailed in 32.2.

Not all the records were signed.

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?

4

The school has appointed an independent visitor to provide regular outside monitoring of standards of welfare in the school.

This visitor called in unannounced during the inspector's visit and checked records and premises according to a set agenda.

Records of these visits are available to the inspectors.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not applicable

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.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 08/12/04 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the provider	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

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.

D.2 Please provide the Commission with a written Action Plan by 7th March 2005, 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	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the statutory requirements in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the statutory requirements and required further discussion	<input type="checkbox"/>
Provider has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Dr Jeffrey Wardle of Dawn House Residential School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I Dr Jeffrey Wardle of Dawn House Residential School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

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

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