



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Dawn House Residential School

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

Lead Inspector
Caroline Brailsford

Announced Inspection
30th January 2006 09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

Reader Information	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Dawn House Residential School
Address	Dawn House School Helmsley Road Rainworth Nottingham Nottinghamshire NG21 0DQ
Telephone number	01623 795 361
Fax number	01623 491173
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	I CAN - Invalid Children`s Aid Nationwide
Name of Head	Dr Jeffrey Wardle
Name of Head of Care	Kate Jones
Age range of residential pupils	11-19
Date of last welfare inspection	8 & 9 th December 2004

Brief Description of the School:

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

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

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

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

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

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

SUMMARY

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

The inspection was announced. There were three inspectors and the inspection was completed over two days. The inspection took 22 hours to complete.

Time was spent with the pupils in the early morning and early evening. Meals were also taken with the boarders on the first day of the inspection.

There were pupil guided tours around all the boarding areas. Some other areas around the building were also inspected.

Individual and group discussions took place with the boarders both formally and informally.

Questionnaires were used to establish the views of the boarders, their parents and placing authorities.

The head of care completed a pre inspection questionnaire and self-assessment form, which also provided information and evidence.

Group and individual discussions took place with staff on a formal and informal basis and an interview with the head of care took place.

Documents were inspected to collect evidence of recording systems and health and safety information. Staff records were included.

Care plans of pupils were also inspected to check that the needs of the young people were met.

What the school does well:

The school continues to provide care to the young people, which is of a high quality. The Health needs of the young people were well met

Bullying is well managed; it is a 'live' issue, which is taught both in school and in the residential units by care staff. Everyone asked, staff and students alike knew the procedures and felt the school was a safe place to be.

Behaviour management is a strength and the staff have undertaken some good pieces of work. In particular the work with individual young people was noted which they have reported to inspectors to make a real change to their lives.

Educational achievement is promoted well and there is a real ethos of the teaching staff and care staff working together to achieve the best results for the young people.

Activities are well organised and the young people themselves commented that this is one of the best things about being at the school. The young people receive activities that are suited to their interests and development. There are good risk assessments in place to support this work, which is also linked to independence training.

The young people receive good personal and individual support.

Staff work in a way which provides a caring atmosphere and this creates respect and individuality throughout the school.

Good communication systems are in place to ensure that relevant information is passed on between the staff.

Care plans are well organised and understood by staff who clearly know the needs of the young people well.

What has improved since the last inspection?

All the recommendations and advisory recommendations from the last inspection have been completed.

The CRB checks on existing staff was a huge task and 84 out of the 90 staff now have checks on record.

There are improvements to complaints procedure/recording and risk assessments.

A staffing policy has now been introduced and there are improvements to supervision and induction.

What they could do better:

The staff have completed training in medicines however it would be good practise for there to be a staff member present at all times who is trained to administer each of the different 'as required medicines' as soon as possible. (Plans are in place)

The medical room was not fully satisfactory and attention should be given to this. (Plans are already in place)

PAT testing should be recorded and stickers placed on all plugs on electrical items which have been passed.

The fire risk assessment needs to be extended to all areas of the building including the further education provision.

The batteries in the additional smoke alarms recommended by the fire officer need to be routinely checked and replaced.

The bathrooms meet the standards but would benefit from a more homely feel.

The recording of sanctions and restraints could be improved to ensure that there is an adequate reflection of the effectiveness and consequence in the bound book.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Making a Positive Contribution

Achieving Economic Wellbeing

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Scoring of Outcomes

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

JUDGEMENT – we looked at outcomes for the following standard(s):

14,15

Young people live in a healthy environment where their health needs are well promoted and met.

The food at the school is enjoyed by the young people and is nutritious.

EVIDENCE:

There is a nursing auxiliary in post at the school who is responsible for the collation of information along with the key worker to form the health plan for the young people. Any health needs are identified and monitored well through the care planning process.

The young people regularly visit the opticians, dentist and any other medical appointments, which are relevant for them.

Staff are trained in first aid and know who the first aider on duty is. Medicines are organised well and monitored dosage systems are used wherever possible. The records of administration are kept on the Medication administration record (MAR charts). Staff have completed training on medicines. There is a policy on the administration of medicines.

Where there are any specific 'as required' medicines which need to be given, training for staff is organised on techniques required. Protocols are also in place to support the directions on the box. These are agreed and signed by the young persons GP or consultant.

Training has been planned for buccal midazolam as at present there is only the nursing auxiliary that can administer this and she is not at school all the time.

Issues of personal hygiene are dealt with in a way in which is sensitive and understood by individual young people.

The medical room was not satisfactory but staff reported plans to move this room as soon as possible.

The meals are well presented and the menus showed that there is a healthy balance of good fresh food. On the day of the inspection there was a choice and any individual needs were well catered for. Snacks and drinks are available through out the day and fresh fruit is readily available in the boarding areas inspected.

All young people spoken with said that they enjoyed the food.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

JUDGEMENT – we looked at outcomes for the following standard(s):

3,4,5,6,7,8,10,26,27

There are good policies and procedures in place to keep the young people safe. Staff were well aware of these at all levels and know how to use them in practise. The young people feel safe living at the school and their welfare is protected by staff as far as possible.

The fire risk assessment needs to be improved to ensure that measures are taken to protect the young people in the event of a fire.

EVIDENCE:

The young peoples records are kept confidentially and safely. The young people reported that their confidentiality and privacy is well respected by staff. They were also aware that some information would need to be passed on by staff in order to keep them safe.

There is a complaints file where any complaints are documented and outcomes recorded. There have been two complaints since the last inspection, both had been investigated to a satisfactory conclusion.

The young people knew how to complain and all documentation is appropriate to the young peoples communication needs. There is also a poster and procedure developed in 'signs' and symbols for any worries which young people may have. The young people were well aware of this.

There is a child protection policy and procedure, which staff at all levels understand well. This is currently being developed further and will be sent to the local Area child Protection Committee for any comments or approval.

There is an anti bullying policy. It was clear that the young people have been taught about bullying issues and know what to do if it should occur. They reported that staff deal with any bullying well. Each young person 'tracked' had a risk assessment for bullying.

The school has a system in place to notify the appropriate authorities regarding the protection of the young people. The CSCI have been notified accordingly.

There are individual and generic risk assessments on how to respond if any young people go missing and the staff were involved and well aware of these.

They were very conscientious about the need to use procedures. The young people spoke of some of the procedures for keeping them safe when they are out on activities or 'practising' their independence.

There was some discussion with staff about policies and procedure for head counts when leaving the building and some confusion arose which the head agreed to clarify with the staff.

There are some good examples of behaviour management approaches for young people, which have made a considerable amount of difference to their lives. Staff work hard and consistently to develop strategies that are individual to young people. There are incentives in place that are meaningful to the young people and there is a real emphasis on good behaviour in the school. The staff are all trained in a 'Team Teach' approach.

There are records of physical interventions used and staff were clear that this would be as a last resort and for safety reasons. The effectiveness and consequence was not always clearly explained in the bound book as required by the standards although more information was available in the incident report form. Discussion took place with the acting head about the appropriateness of this and it was felt the incident sheets were what were used for any monitoring purposes and judgements are made through this monitoring about any effectiveness. The inspector set an advisory recommendation.

There were environmental risk assessments present in the home and group and individual activities were assessed. There are tests on all the fire equipment, which were all up to date, and the staff and young people knew what to do in the event of a fire. In addition to the smoke detectors within the fire alarm system the fire officer has recommended battery operated smoke detectors. There was no procedure for testing or renewing the batteries.

There was a fire risk assessment but this did not include the residential areas of Further Education.

The premises manager reported that PAT testing was completed for electrical items around the building, however this had not been recorded.

The appropriate checks are completed on all staff prior to their recruitment. For existing staff, all but six now have CRB's at enhanced level. For those who do not there is evidence that the management have been seeking to obtain these as soon as possible and are awaiting for them to come back from the Criminal Records Bureau.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for the following standard(s):

12,13,22

The staff from residential provision work well with teaching staff to support the educational attainment of the young people and there is a real focus on consistency.

Leisure is well organised and the young people have access to a high level of activities which are suitable for them.

EVIDENCE:

The care staff are familiar with the educational needs of the young people. Statements of special educational need and personal education plans are present on the young peoples file and the teaching staff and residential staff work together to achieve the best consistency and results for the young people.

Young people are well supported by residential staff with their homework and there are areas, which can be used for studying.

The young people have ample opportunity to engage in a choice of activities to meet their individual needs. Group activities are also organised. There have been recent visits to the local swimming pool, gyms, dance classes, shopping etc. The young people are actively involved in the choice of activities and these are an incentive for good behaviour. Some young people said that one of the best things about being at the school are the activities.

Risk assessments are made by staff for these activities and are very comprehensive and well understood by staff and the young people involved.

Within the school there are a range of staff to which children can turn for individual help, advice and support on issues including those of personal or health issues.

Homesickness is monitored closely by staff and young people are well supported in this area.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

JUDGEMENT – we looked at outcomes for the following standard(s):

2,9,11,17,20

There is a focus on communication and consultation with the young people and they have a say in their individual plans and the running of the school.

Preparation and assessment is well handled for admissions and school leavers.

Contact with parents and families is good.

EVIDENCE:

The staff are good at communicating with the young people and communication systems are established to maximise the chance for choice making and for young people to express their wishes and feelings both about the running of the school and their own care plans. There are house meetings, individual time spent with staff and reviews, all of which young people can be involved. There is good contact with parents and carers and all questionnaires sent back to the CSCI by them indicated that contact was regular and consultation was good.

There was an atmosphere of warmth, openness and genuine respect between students and staff.

The young people knew what was expected of them and three reported a change in their own behaviour as a direct result of the supportive relationships with staff.

Children are only admitted to the school after an assessment period. This assessment includes time spent in the boarding house and the information gathered here contributes to the planning of admission.

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.

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. Contact is maintained with pupils after leaving the school where appropriate.

Independence work takes place in line with the needs of the young person to prepare them for leaving the school.

All care plans seen by the inspectors were comprehensive. Targets are clear and the plans are well monitored by key workers and senior staff. There is ample evidence that these are constructed in consultation with teaching staff, parents, other professionals and young people.

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 if they wish.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

16,21,23,24,25

The young people bring their own clothing toiletries and possessions to the school and individuality is encouraged.

Independence training has a high profile and the young people are well prepared when they leave the school.

Accommodation is satisfactory and the young people like their rooms.

Privacy is well respected by staff and young people.

EVIDENCE:

Young people bring their own clothing to the school and keep this and toiletries for their personal use.

The young women reported that they have their own stock of sanitary protection and there is also some provided by the school should they require this. Also that guidance is provided by the staff if they need it.

Pocket money is given regularly and records are kept. There is somewhere to lock away personal money and possessions in accordance with the young peoples individual needs.

Independence work takes place in line with the needs of the young people to prepare them for leaving the school. Good support is given by staff in this area and comprehensive plans are in place to ensure that young people achieve their maximum potential.

The property in which the school is situated is appropriate in size and lay out for the young people.

A fence and security cameras protect the school grounds and lights operate after dark.

There are some new electric gates, which have been fitted since the last inspection. These have been problematic and during the inspection were not closed during the evening, night or early morning. The senior staff reported that the company who fitted them was due to come out to the school and fit a new part as soon as possible.

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.

The school has adequate sitting, bathing, sleeping and toileting facilities for the number of boarders. The houses are divided by gender.

Each boarding house provides lounge areas for comfortable free time and for the pursuit of hobbies/interest.

Some decoration work has taken place since the last inspection and all areas were decorated and furnished to a satisfactory standard.

There is a mixture of shared and single rooms. Where young people share they have been consulted and have agreed to do so. Bedrooms viewed were well personalised and the young people are encouraged to bring their personal belongings to the school.

The range of bathing and toileting facilities is appropriate. Some bathrooms are quite bare in their decoration and would benefit from a more homely feel.

There is a significant delay in hot water feeding the showers in chimes.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

JUDGEMENT – we looked at outcomes for the following standard(s):

1,18,19,28,29,30,31,32,33

There is a statement of purpose and web site, providing children, parents and staff with a good overview of the schools principles and practise.

Records are well organised and the progress of the young people is recorded appropriately.

The staffing meets the needs of the young people. The staff are well liked by the young people and positive relationships were observed by inspectors. Staff demonstrated a competence of working with the young people. They were highly motivated and clearly enjoyed their jobs, providing a caring, respectful and enjoyable environment for the young people to live in.

The school is well managed and staff at all levels felt that support was good.

EVIDENCE:

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 has been developed by the school to give even greater access to the Statement.

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. All entries are fully signed by the author.

Other relevant records are kept including a register, employees register, personnel files, duty rosters and diaries.

There is a staffing policy, which sets out the numbers of staff who will be on duty by day and by night. The roster was inspected and found to reflect the staffing policy. The amounts of staff on duty appeared to meet the needs of the young people.

There are risk assessments for any lone working and risk assessments also define any extra staff who may be required.

Training has a high profile in the school and the staff reported many training courses, which they have been on since the last inspection. These included child protection (including a course focusing on disabled children), report writing and complaints. All staff are either qualified in CCYP at NVQ level 3 or working towards. (4)

Staff supervisions take place half - termly and appraisals are annual for all staff in the school. Supervisions take place according to a standard agenda and are recorded on staff files. Staff reported these sessions to be helpful and said that they could obtain support also on an informal basis at any time. The managers are also well supported.

Care team meetings take place for case discussion and business issues. All staff attend these meetings, which are fully recorded. It was not always clear that the outcomes from the last meeting had been achieved.

The staff were very motivated and clearly enjoyed their jobs, they were very skilled at communicating with the young people and created an atmosphere where everyone is valued and respected.

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

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

Records of these visits were available for inspection.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	4
11	4
17	4
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	4
23	3
24	3
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	3
28	3
29	4
30	3
31	4
32	3
33	3

NO

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	The training on buccal midazolam needs to take place for staff. (Advisory recommendation)	
2	RS14	The medical room should be moved to another area. (Advisory recommendation)	
3	RS10	The effectiveness and consequence of any physical intervention should be clearly documented in the bound book. (Advisory recommendation)	
4	RS10	All sanctions must be recorded in the sanctions book. (Advisory Recommendation)	
5	RS26	The fire risk assessment needs to cover the FE buildings. (Recommendation)	23/05/06
6	RS26	There should be a system for checking and testing the batteries in the smoke detectors. (Recommendation)	23/05/06
7	RS26	The PAT testing should be fully recorded for each item tested. (Advisory recommendation)	
8	RS25	The bathrooms would benefit from some decoration to provide a more homely feel. (Advisory recommendation)	
9	RS25	The hot water should be fixed so that it serves the showers without a delay in Chimes. (Advisory recommendation)	
10	RS30	The records of the care management meetings should have the outcomes from the last meeting. (Advisory recommendation)	

Commission for Social Care Inspection

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