

**Surrey Local Authority
Monitoring of Providers
- Quality Assurance**

INTRODUCTION

One of the statutory duties for Local Authorities (LAs) is to evidence the extent to which children's services improve the wellbeing of children and relevant young people. In relation to out of authority placements LAs need to evidence that the services commissioned are of a suitable quality to enable the child and young people (CYP) concerned to achieve required outcomes.

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Surrey Local Authority Monitoring of Providers - Quality Assurance

PROTOCOL

Purpose

1. This Form records the outcomes of a Surrey Local Authority quality assurance monitoring visit.
2. This Form fulfils the LA requirement to evidence that the services commissioned are of a suitable quality to enable the child and young people (CYP) concerned to achieve required outcomes.
3. Surrey's LA monitoring requirement is in addition to OFSTED Inspections. It will make a contribution towards matching needs with the provision.

Procedures

Preparation for Visit

1. The monitoring visit will be undertaken by a suitably qualified and experienced LA representative that has a current enhanced DBS check.
2. Where possible joint visits with Education and Surrey's Children's Services specialist staff with responsibility for special educational needs will be made.
3. Surrey LA will contact the Provider and agree a date for the completion of the Surrey LA's monitoring form meeting.
4. Confirmation of the visit should be sent at least 2 weeks in advance of the monitoring meeting.
5. The confirmation letter (see letter template) will include the following:-
 - o Request that all questions in unshaded sections of Surrey LA's form are completed and full details are given in the comment boxes
 - o List of documents required in advance of the meeting
 - o List of documents required during the meeting
 - o Details of what will be required of the Provider during the visit:
 - s meeting with staff as appropriate
 - s document scrutiny related to Surrey LA's Form
 - s tour of school/home and residential accommodation
 - s opportunity to interview Children and Young People in the setting
 - s opportunity to observe CYP in class, where appropriate.
6. The Provider will be requested to return the documents required in advance. This should be done at least 1 week prior to the monitoring meeting to allow Surrey LA representative adequate preparation time. It would be helpful if this information is returned to the Surrey LA via email as requested in the letter.

The Visit

1. The Surrey LA representative should be given the opportunity to meet with senior staff, CYP and scrutinise relevant documentation.
2. Surrey LA's representative will spend part of their visit tracking individual CYP placed by the LA. This will involve direct observation and, where relevant, discussion with CYP in an appropriate context. Surrey LA requests that a member of the school's staff accompanies the officer, both when observing a lesson or conducting an interview with CYP.
3. The generic questions are designed to be used by Surrey LA representatives irrespective of their specialist background and qualifications.
4. Surrey LA representative and Provider collaboratively complete the Form.
5. Verbal feedback will be given on the day of the visit.
6. Providers will be informed of any concerns which may require notification to the Department for Education and/or the Local Safeguarding Children Board. Surrey LA will initially and promptly address any child protection concerns during their visit with the Provider's Designated Safeguarding Lead. Surrey LA will also notify the appropriate agencies.

Post Visit

1. The draft Form should be prepared within 2 weeks and shared with the Provider.
2. The Provider should check the Form. Should there be any inaccuracies or amendments to be made, the Provider should let the LA representative know within 2 weeks, or if the Provider is in agreement with the form, it should be signed and returned to the LA representative within 2 weeks.
3. When Surrey LA has received the Form and any inaccuracies have been resolved, the finalised Form will be agreed.
4. If the Provider is required to submit an Action Plan this should be sent to susan.skinner@babcockinternational within 30 working days of the finalised Form being received.
5. Surrey LA will keep a copy of any relevant Provider documentation and associated action plans that may be accessed from Surrey LA on request.

LETTER TO PROVIDERS



To: Headteachers of all non maintained and independent schools to receive a Surrey LA monitoring visit

Dear Headteacher

I am writing to confirm the monitoring visits on behalf of Surrey Local Authority to non maintained and independent schools this term.

Surrey County Council has a responsibility to monitor the non maintained and independent schools which have Surrey pupils on roll at this present time. Surrey County Council has requested that a monitoring visit takes place at your school by a Babcock 4S SEN/Inclusion Consultant and an officer from SCC.

It is anticipated that the visit will take between 4 – 6 hours but the length may vary depending on issues.

The aim of the visit is to verify that the standards, policies and procedures of the school are in accordance with Surrey Local Authority's statutory duties to evidence that out of authority placements are of a suitable quality to enable young people to achieve required outcomes.

Preparation for the Visit

Included with this letter is the Surrey Local Authority's Monitoring of Providers Quality Assurance Form. Please fill in this Form and ensure that all questions in unshaded sections of the Form are completed and full details are given in the comment boxes.

We would be grateful if you would email the completed Form **a week before the visit** to susan.skinner@babcockinternational.com and the visiting consultant, along with copies of or links to the following documents that will be needed in advance in order to prepare for the visits:

- Latest OFSTED reports
- Statement of purpose and prospectus
- Registration document
- Organisational chart of the school's staffing structure including both full time and part time members of staff

/.....

The following policies, procedures and documentation should be made available on the day of the visit:

- Safeguarding and Safer Recruitment documentation including Single Central Register
- Staff Code of Conduct/Staff Behaviour policy
- Current staff list with qualifications
- Equality Policy
- Current training programme for staff
- Complaints procedures including Children's Guide and log of complaints
- Behaviour Management
- School Development Plan
- Example of curriculum planning/review procedures
- Evidence of whole school assessment procedures
- Number of Surrey Looked After Children on roll
- Name of Designated Teacher for Looked After Children
- Timetable of therapeutic support provided for each Surrey pupil. Please indicate if group or individual support is given and whether the therapist is fully qualified or is an assistant. Please provide evidence that therapeutic provision is in accordance with the needs outlined in the pupil's Statement of Educational Needs.
- Evidence of individual pupil progress tracking data
- Staff Handbook
- Health and Safety policies and procedures
- Staffing file checks (random) – please ensure that staff have agreed that Surrey LA officers can access these files
- Examples of individual and whole school risk assessments
- Examples of risk assessments for offsite visits
- Physical Intervention log, related policies and record of staff training
- Any other policies or documentation you would like to bring to our attention

The Visit

- The length of the visit is dependent upon the availability and specificity of requested documentation. We would like to use the time during the visit to verify the information you have provided on the form, discuss any areas that may need further clarification and discuss any highlighted areas from your latest Ofsted report.
- We would also like to tour the site, talk to some of the children and young people, and feedback to senior staff as appropriate.
- In addition to this documentation, we would like to see the current and previous IEPs/Pupil Support Plans/EHCP/Statements or equivalent for 2 Surrey pupils and to observe 2 pupils in lesson (*approximately 20 mins each*). It would also be most useful for a lesson plan to be made available for these sessions.

After the Visit

The completed report will be emailed to you after the visit by Susan Skinner so that you can ensure that the information is accurate. This should be countersigned and emailed to susan.skinner@babcockinternational.com within 2 weeks of receipt.

Please do not hesitate to contact me if you need further clarification and we look forward to seeing you.

Yours sincerely
Gary Anderson
Principal Consultant Inclusion & SEN, Babcock 4S

Cc: *Visiting Babcock 4S Consultant and Visiting SCC Officer*

SURREY LOCAL AUTHORITY MONITORING OF PROVIDERS – QUALITY ASSURANCE

Text in red, denotes evidence and information observed and evidenced during the monitoring visit.

Name of establishment: <i>The Children's Trust School</i>	DfE number: URN: 134902 NOR: <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Up to 19 years</th> <th>Post 19</th> <th>Total</th> </tr> <tr> <th style="background-color: #cccccc;">Registr ation</th> <th style="background-color: #cccccc;">Current</th> <th style="background-color: #cccccc;">Difference</th> <th style="background-color: #cccccc;">Current</th> <th style="background-color: #cccccc;">All ages</th> </tr> </thead> <tbody> <tr> <td>Residential</td> <td></td> <td style="text-align: center;">17</td> <td></td> <td style="text-align: center;">7</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Day</td> <td></td> <td style="text-align: center;">8</td> <td></td> <td style="text-align: center;">3</td> <td style="text-align: center;">11</td> </tr> <tr style="border-top: 1px solid black; border-bottom: 1px solid black;"> <td>Total</td> <td style="text-align: center;">44</td> <td style="text-align: center;">25</td> <td style="text-align: center;">19</td> <td style="text-align: center;">10</td> <td style="text-align: center;">35</td> </tr> </tbody> </table>					Up to 19 years			Post 19	Total	Registr ation	Current	Difference	Current	All ages	Residential		17		7	24	Day		8		3	11	Total	44	25	19	10	35
	Up to 19 years			Post 19		Total																											
	Registr ation	Current	Difference	Current	All ages																												
Residential		17		7	24																												
Day		8		3	11																												
Total	44	25	19	10	35																												
	Figures to end of December 2016																																
Headteacher: <i>Miss Samantha Newton</i>	Date of visit: <i>Wednesday 18th January 2017</i> Time in: 09.00hrs. Time out: <i>16:45hrs</i>																																
Last Ofsted inspection <i>outcome: 3 (RI)</i> Last social care inspection <i>outcome: 3 (RI)</i>	Date of inspection: <i>December 2014</i> Date of inspection:																																
Registered to provide: 44 places. We have residential Houses for up to 28 YP.	Approved to provide: <i>Education for CYP 3 – 19 with Special educational needs.</i> <i>Historically the School has marketed itself as a provider for PMLD.</i>																																
Number of SCC children in placement at the time of visit: No. of Girls: No. of Boys:	No. of pupils in each category (main area of need) <i>All pupils have a combination of need as described below and no pupil fits solely into one category.</i> <i>All pupils at the School have profound and multiple learning difficulties with most having complex medical needs that can impact on learning.</i> <i>Surrey CC representatives agree all pupils are PMLD.</i>																																
	Cognition and learning		SpLD																														
	ASD		Physical/sensory																														
	BESD		SLCN																														

1 PROVIDER CONTACT DETAILS	
Parent company name The Children's Trust	Contact details Dalton Leong (CEO)
Provider contact Education Services The Children's Trust School	Position held Sam Newton (Head Teacher) Email Samantha.newton@thechildrenstrust.org.uk Tel 01737 36 5810
Provider contact Care Services School Houses are registered Children's Homes	Position held Helena D'Angelo (Registered Manager) Email HDAngelo@thechildrenstrust.org.uk Tel 01737 36 4343
Provider contact Health Services We have on site medical and health services for residential pupils	Position held Maggie Clancy (Head of Clinical Services) Email mclancy@thechildrenstrust.org.uk Tel 01737 36 5085

2 VISITING OFFICERS DETAILS	
Local Authority Officer 1 Kathrine Everett	Position held: Interim QA and Professional Standards Devt Manager Email: Kathrine.everett@surreycc.gov.uk Tel via SCC County Hall
Local Authority Officer 2 Christopher J. Gardiner. M.B.E.	Position held: SIIP Babcock Consultant Email: cjpgardiner@ntlworld.com Tel 07798904505
Health Representative	Position held Email Tel

3 ADMISSIONS		
3.1	Do you take same-day or emergency placements?	Yes/No
3.2	Do you clearly define the group of CYP you work with? <i>Please see admissions criteria</i>	Yes/No
3.3	Does the current group of CYPs match the description in the prospectus and/or statement of purpose and function? <i>Please see statement of purpose</i>	Yes/No
Comments: Please note that the prospectus is currently being updated to reflect our service provision. We will ensure that a copy is available on the day of your visit.		
3.4	What information do you require in order to make a judgement on new placements? <i>All new placements referred to us are reviewed on an individual basis.</i> <i>We expect each referring body (whether education, health or social care) to provide us with the YP statement / EHCP on which we can initially gauge potential to meet need.</i>	

	<p><i>Each pupil is then invited for initial assessment – one is undertaken at YPs current placement or home and second is on site at The Children’s Trust School.</i></p> <p><i>A timetable is produced and shared with the YP and their family for the on site initial assessment and at least one member of the School senior leadership will meet the YP and their family, a member of from each of the multi disciplinary team will meet and assess as well as members of the clinical team.</i></p> <p><i>Reports are compiled for both on and off site assessments by all members of the team.</i></p> <p><i>A placement meeting is scheduled and held with the School senior team and those forming the assessing team to agree placement / to raise needs or adjustments that would need to be implemented to accommodate.</i></p>
Please list:	
3.5	<p>Do you currently support any Looked After Children?</p> <p>If ‘Yes’, please express the number as either a proportion or % :</p> <p>Please provide evidence that Personal Educational Plans are up to date.</p> <p>Please provide evidence of how you track the Looked After Children cohort’s achievement in comparison with their peers.</p> <p><i>All pupils have had a baseline assessment undertaken between January - June 2016 as a new curriculum has been introduced to the School.</i></p> <p><i>From the baseline a pupil profile has been completed for all pupils.</i></p> <p><i>Individual learning intentions have been drawn up for all pupils and placed into a daily assessment and evidence system. (RAG books)</i></p> <p><i>All pupils individual achievements are tracked on a daily sessional basis against their intended learning goals (RAG books)</i></p> <p><i>On a weekly basis all pupils’ achievements are examined via the RAG system.</i></p> <p><i>Every 3 weeks evidence is compiled (video / photographic / annotated) against each area of the curriculum and the pupils progress file is added to.</i></p> <p><i>Half termly moderation takes places for all pupils – this is both internal and with external Schools.</i></p> <p><i>Pupil progress is considered on an individual basis and the RAG, pupil profile, and star summary sheet evidence this.</i></p> <p><i>Every pupil has a data tracking sheet which includes annual and or end of KS targets – we continue to use P- levels although all of our pupils.</i> <i>Our APIES record sheet evidences any potential impact on learning in terms of attendance, physical, intellectual, emotional and social.</i></p> <p><i>Pupils PEPs are available in pupils files and or the Virtual School system. The DHT is lead for this area. Surrey CC representatives examined LAC documentation and all found to be in order.</i></p>

Yes/No
15 of which 4YP are from Surrey

4 CONTACT	
4.1	Clarify with the provider the frequency and nature of contact and communication between

	<p>child/young person and the following</p> <p>Type of contacts with frequency:</p> <p><i>Parent/ carer – On a weekly basis parents receive a newsletter updating them on a weekly basis</i></p> <p><i>Parents and carers are contacted as and when to discuss planning and concerns in relation to their child.</i></p> <p><i>From January 2017 we will be implementing a cycle of ‘home – school communication’. Each pupil per class will be focused upon on a weekly basis. Parents / carers will be contacted as will the House and or unit managers in their capacity as ‘loco parentis’ to ensure communication.</i></p> <p><i>Parent / carers are invited to School for ‘formal’ celebration and achievement assemblies (July / December)</i></p> <p><i>We have held a Transition fair (November 2016) and will hold again in July 2017.</i></p> <p><i>We hold parent forum meetings termly in collaboration with colleagues from our School Houses and CEO.</i></p> <p>Type of communications and frequency:</p> <p><i>Placing Authority:</i></p> <p><i>Our YP come from 17 referring Local authorities and at a minimum we invite them to each pupil’s annual review and we have led EHCP transfers in collaboration with LAs.</i></p> <p><i>Local authorities representatives are invited to annual reviews and receive relevant reports.</i></p> <p><i>Local authorities are contacted as and when required in relation to any safeguarding incidents and or concerns about absence management.</i></p> <p><i>We would contact our local authorities in relation to funding and or procurement of specialist equipment / changes in presentation requiring a meeting to facilitate discussions.</i></p> <p><i>During January 2017 we will be advertising for a number of roles to facilitate increased communications with our referrers including a ‘Pupil Services Manager’ and a ‘Business Development Manager’</i></p> <p><i>There were discussions with Surrey CC representatives about new and improved communications to parents/carers, the variety and frequency are now of a typically expected standard and now need embedding.</i></p>
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5 LEISURE AND ACTIVITIES	
5.1	<p>What opportunities are there for CYP to take part in activities which take account of their interests, race, culture, language, abilities, disabilities, religion?</p> <p>Comments:</p> <p><i>The development of pupil’s interests is encouraged across contexts in all sessions in both the School and residential setting.</i></p> <p><i>Pupils are encouraged at all times by staff supporting or working with and alongside pupils to use known likes and motivators that reflect theirs and their families beliefs, race, cultures religious or otherwise.</i></p>

The School has a pupil charter and ethos that expects all pupils are supported in activities and learning tasks that take account of their interest in and respect for different people's faiths, feelings and values.

All learning activities are expected to provide a sense of enjoyment to learn about themselves, others and the world around them with creative learning opportunities with pupils being supported to reflect on their experiences.

A weekly assembly is held that explores a wide range of religious and non-religious festivals which provides a broad range of cultural experiences. These are sensory based sessions that support early development of understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.

Pupils are provided the opportunity to be interact socially and to develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

From November 2016 we have begun to increase and develop 'good morning' sessions on House for residential pupils to support their transition in a social group from their 'home' to 'school'. Therapy and care staff work collaboratively to support this.

The School and residential setting is actively seeking ways in which to ensure that pupil's social and leisure development is provided adequate opportunity. From January 2017 we have employed a project lead to improve social and leisure opportunities for pupils lunchtime period. This will include altering where pupils eat their lunches and teachers providing lunch clubs.

From January 2017 after school activities will begin with 3 clubs up and running by the end of January 2017 – facilitated by the therapy team.

Time is allocated by the Play and Leisure team to facilitate play and leisure activities on residential Houses after 4pm.

In preparation for improved social and leisure activities all pupils learning goals will be incorporated across this context. Pupils may also have specific 'play and leisure' goals.

The School and Houses are interlinked with the wider organisation and as such participate in a variety of communities and social settings locally as part of their education but also for social and leisure purposes. A record of these are kept on The Loop.

The School has undertaken an audit in relation to fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and seeks to evidence via its action plan. All staff and pupils are expected to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We have a range of embedded activities such as Pets As Therapy (PAT) dogs that visit us on a weekly basis.

We provide an opportunity for pupils to engage in Jos café (on site pupils lead and also participate.)

We have weekly sporting activities including swimming / hydrotherapy alongside rebound

opportunities.

From January 2017 the School will begin to take part with 'Drake Music'. The basis of this is a musical programme called 'Sounds of Intent'. This investigates and promotes the musical development of children and young people with learning difficulties - although the system can also be used effectively with adults.

The research team has developed a framework of musical development that covers the whole range of ability from profound and multiple learning difficulties (PMLD) to those with autism, with or without exceptional musical abilities (so-called savants).

The programme enables ideas for promoting children's engagement with music to be viewed and downloaded, and for individual children to be assessed.

The School will also be working with Professor Adam Okleford to research progress through music against pupils intended learning outcomes.

Since January 2017 the School has invested in 3 new multi sensory rooms which we have accommodated within classroom setting to support pupil engagement and participation in learning and leisure activities.

Our location is within 24 acres of grounds that also provide a range of play, social and leisure opportunities e.g. a maze, a woodland walk, an accessible tree house, a hard stand play area, wheelchair accessible swings and roundabouts etc.

Previous activities were satisfactory, however the newly rolled out activities involving therapy and care staff now offer a rich variety of appropriate stimulating learning activities. These now need time to embed and add further to the data evidence to support additional learning activities. There are appropriate stimulating activities and colourful large and small displays in residential houses, these add to the quality of the environment. The use of a wide range of specialist equipment allows students with staff support to engage in a wide range of activities. Combinations of resources between the home and school environment add to the pupil experience in a positive way, e.g. 'Golden Moments'.

5.2 | How are children encouraged to take part?

Comments:

All pupils are encouraged to take part with adult support.

Individuals require a varying amount of support but most require verbal and physical input.

We are in the process of developing and implementing a system whereby we are recording the play, leisure and social activities offered.

Evidence: Visual and verbal prompts, supporting displays in school, classroom and house corridors. Use is now made of a variety of devices to record student engagement and working on agreed targets, this evidence base now needs time to embed. Note, most pupils are non - verbal.

6 ABSENCE OF A CHILD WITHOUT AUTHORITY

6.1 | Do all members of staff know the procedure they would follow if a child or young person absconded or was absent without authority?

Comments:

Within our setting it is highly unlikely due to the nature of their needs that any of our YP would abscond or be absent without authority. However, all staff are aware that there are a range of means / reasons by which CYP can be 'missing from education' and that a YP absconding or absent without authority from school is a safeguarding concern and that

this is a key responsibility of all staff to 'recognise, report, reflect'.

All staff are also aware that promoting the welfare of children is a key duty on local authorities and that as a School we have a duty to ensure that their attendance is registered and monitored closely.

Our Safeguarding Policy highlights this area within it.

Many of our pupils have significant health needs that can impact for days and at times weeks. On a daily basis pupil absences are sent across from residential houses with a clearly identified reason.

On a daily basis any day pupils who have not come into School are followed up by a member of the administration team with a reason for absence sought.

Leaders of Learning are compliant in taking a daily register and closing this at a set time morning and afternoon with absences and known reasons recorded.

All staff are aware that any concerns about any pupils whether day or residential should be brought to the immediate attention of a member of the senior leadership team.

All of our residential houses adhere to the national minimum standards as expected by local authorities placing children in care.

All staff have been provided with a copy of and have access to our safeguarding policy alongside statutory guidance e.g. 'On children who run away or go missing from home or care June 2013'

6.2 | At what point would they advise the police?

Comments:

In the first instance the School is aware of DFE 'School Attendance' November 2016 pg 7 in which all School must agree with the local authority the regular intervals at which it will inform the LA of any pupil who fails to attend school regularly and or has been absent without permission for a continuous period of 10 days or more.

The School provides information on a daily basis to WelfareCall in relation to pupil attendance.

Evidence:

We have no individual risk assessments for children at this present time.

Daily absence advice – Houses and Day pupils.

Daily registration system.

Policies and access to.

Surrey CC representatives noted good security and safeguarding protocols, procedures and systems in place to ensure safety in the school and the residential houses.

7 BEHAVIOUR MANAGEMENT

7.1 | What behaviour management structures are in place?

Comments:

All pupils are rewarded appropriate to their individual levels of cognition and motivators.

Pupil behaviours are recorded against a traffic light system within the RAG books but 'reds' are usually linked to pupil passivity ie sleepiness usually as a result of a health need such as epilepsy.

Some pupils have plans that support passivity ie sensory arousal programmes.

All pupils have the opportunity for reward via direct praise and all members of the school are part of the certification process which happens formally and informally.

*All pupils have a 'Golden moments' sheet which recognises and reports particular areas of noted progress as well as isolated WOW incidents. **Noted by Surrey representatives.***

7.2	Are there physical intervention programmes in place? <i>Include reference to any specific physical intervention used, e.g. Team Teach, Positive Options.</i>	Yes/No
7.3	How many staff are trained?	Numbers? N/A
7.4	What procedures are in place to ensure staff are regularly trained and refreshed?	

Comments:

*Evidence **Given the complex PMLD population there are not what would normally be considered normal behaviour management requirements, however, mood change and similar changes are well observed by staff, who record and have other robust follow up systems which have been improved and streamlined since the 2014 Ofsted inspection.***

8 COMPLAINTS

8.1	Is there a Complaints Log?	Yes/No
	Is there a pattern to the nature of complaints?	Yes/No

Comments: *Example overview of recent complaints include :*

Parent concern about closure of a laundry on House and centralisation of washing.

*Parent concern about closure of the access via the back of the School. **This was one of the safeguarding improvements to site security.***

8.2	How does the setting ensure that a child can make a complaint?
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Comments:

Most of our pupils are not verbal communicators but can use intonation, gesture and vocal sound as well as facial and some physical movement to express their likes and dislikes.

Many of our pupils require their 'voices' to be interpreted by an adult well known to them.

Agreed and observed by Surrey CC representatives.

We have developed a 'Participation Strategy' with colleagues from across the organisation and are currently looking at means for pupil's voice.

8.3	How does the setting ensure that all other stakeholders can make complaints?
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Comments: *Please see complaints document*

8.4	How does the school/ home respond to complaints made by external agencies?
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Comments. *Please see complaints document*

*Evidence : **See Complaints policy and document. In the twelve months to January, 2017 there have been very many significant and important improvements in all manner of provision at the***

school, this has led to a reduction in complaints and increased engagement with parents and other stakeholders.

9 SAFEGUARDING		
9.1	Is there a completed annual Safeguarding audit or self evaluation? Has an action plan been developed from this and is it being monitored?	Yes/No
<p>Comments : <i>The latest safeguarding audit was undertaken in December 2016 using the NSPCC audit tool.</i></p> <p><i>Against this audit external validation was sought against judgements and evidence provided.</i></p> <p><i>Following a one day visit an action plan has been drawn up and will feature as part of the SDP.</i></p> <p><i>As of 18th. January, 2017. The few follow up actions that were required have been put in place. The external visitor who conducted the audit is Head Teacher of a similar PMLD school with a reputation of high standards.</i></p>		
9.2	Training Have all staff read Part 1 in Keeping Children Safe in Education July 2015? How does the school evidence this?	Yes/No
<p>Comments: <i>Signed copies are available.</i></p> <p><i>The CPD schedule for 2016/17 was examined, it evidenced high quality appropriate CPD for all professions on-site at the school, this included both on and off site training, professional development for teachers, professional visits to similar schools in addition to CPD for carers, therapist, clinicians and support staff. This is a significant development and improvement since the Ofsted inspection of 2014 & Ofsted monitoring visit of March 2015. The Babcock consultant views the present training offer to be at least good if not better. One teacher was keen to show her professional development evidence file, this example evidenced outstanding practice.</i></p>		
9.3	Has staff training included raising awareness of issues such as FGM, CSE, CME, Radicalisation, self-harm, neglect, domestic violence etc.? How often do staff receive safeguarding updates and training? How are new staff / volunteers trained in safeguarding?	Yes/No
<p>Comments: <i>All staff and volunteers are trained at least annually in all areas of safeguarding.</i></p> <p><i>Weekly updates for all parents and staff are added to the weekly newsletter.</i></p> <p><i>Weekly focus leaflets remind all staff across all areas of the safeguarding platform.</i></p> <p><i>There are visible displays across the School providing relevant information and updates.</i></p>		
9.4	Is there a Staff Code of Conduct / Behaviour policy in place? How does the school evidence that staff have agreed to work within this guidance?	Yes/No
<p>Comments: <i>All staff have been provided with the code and signed copies are available for all staff and volunteers.</i></p>		
9.5	Safer Recruitment Is the SCR up to date? Is there an overview of recruitment that confirms that references have been taken up before interview? Are safeguarding questions always asked at interview?	Yes/No Yes/No Yes/No
<p>Comments : <i>Held with Elaine Lush – Personnel Manager</i></p> <p><i>The Babcock Consultant checked that appropriate standardised questions are asked in interviews and that references are in place prior to interview to allow, if required, questioning about any response from a referee.</i></p>		
9.6	Child Protection Records	

	Is there a list of all pupils with a CP plan plus those flagged up as 'cause for concern'?	Yes/No
	Do individual files contain a chronology of events that confirms the timeliness of response to any safeguarding concerns raised?	Yes/No
	Are all entries in CP files signed, dated and timed?	Yes/No

Comments: *A centralised log is available.*

All individual concerns are held on Individual Recording and Reporting system.

The Surrey CC representatives checked that routine follow up to recording and reporting was in place, it is and even has 'auto' reminder prompts should a line manager have not promptly responded as expected. In addition to usual staffing, there is a designated Social Worker who liaises with external stakeholders as required, this is very good practice and supports the school in meeting the needs of the many LAC pupils placed with them.

9.7	Curriculum How does the curriculum promote pupils' ability to keep themselves and others safe including on-line?
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Comments: *Our pupils are unlikely to be able to log on to and access a system without adult support.*

As an outcome of our safeguarding audit we therefore aim to ensure that as part of our information governance staff sign a disclaimer specifically in relation to 'acceptable use' in the presence of and on behalf of our pupils.

9.8	Anti-bullying How are incidents of bullying recorded, monitored and analysed?
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Comments: *Any incidents are recorded, monitored and analysed via the IRAR system.*

9.9	Is there evidence of anti-bullying practice within staff meeting and children's meeting minutes?	Yes/No
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Comments:

Evidence : *Safeguarding audit and action plan. In place December, 2016 and Actions required put in place.*

Staff personnel files. Single Central register.

Visual & accessible safeguarding displays and access to policies.

Central safeguard log IRAR

Conversations with staff re policy and process. Training records

The school is part of a larger charitable organisation, there are many charity wide policies which embrace the school, however the Babcock Consultant recommended that that school specific appendices or similar should be put in place (if not already) for school specific aspects, this would support the school in attaining at least 'good' in the future.

10 CHILDREN'S RIGHTS AND PARTICIPATION

10.1	How are children made aware of their rights?
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Comments: *Many of our pupils have care provided in their best interests and it is not possible for them to be aware of and make decisions for themselves.*

YP over the age of 18 have Mental Capacity Assessments to confirm that they lack the capacity to consent to arrangements.

Best interest meetings are held where necessary and where YP may be identified as being

<i>deprived of their liberty we have informed the local authorities for assessment to be carried out.</i>	
<i>All YP have care plans that reflect the needs of the YP and we would always work to their best interest and rights.</i>	
10.2	How are children actively enabled to participate in their own care and the design and delivery of the service?
Comments: <i>The Participation Strategy aims to develop this area for our pupils.</i>	
Evidence: <i>The high level of training of staff with encouragement to take responsibility adds great value to enabling staff to encourage pupils' participation. Given their PMLD levels, the use of ACC equipment is vital in communicating to pupils their rights. From the lesson observations and visits to the residential houses the Surrey CC representatives saw many examples of how staff involve students with a very caring manner with use of appropriate vocabulary.</i>	

11 CHILDREN AND YOUNG PERSON'S VIEWS	
<i>Given the complex PMLD's and non-verbal communication of all pupils seen, it was not possible to have a wide-ranging Q&A sessions. However, from gestures and smiles satisfaction with activity was observed.</i>	
Questions should be asked of a representative group of children and young people in order to find out their views and how they help decide about the following:	
11.1	Food <i>Most pupils require a high degree of staff support and in some cases medical interventions.</i>
11.2	Leisure activities and opportunities
11.3	Links with the community: What visits do you go on?
11.4	Who helps you to learn? How do they do this?
11.5	Do you have any free time or time spent alone?
11.6	Do you feel valued and respected at school?
11.7	Do you feel safe at school?
11.8	Do staff listen to you?
11.9	Do you know how to make a complaint?
11.10	How does the school help you to keep healthy?
Any other comments: <i>All pupils have a very high level of staff support, during the monitoring visit no negative aspects were observed by the Surrey CC representatives.</i>	

12 EDUCATION		
12.1	Does the School Development Plan prioritise improving outcomes for children and young people? <i>However, due to the very considerable changes and improvements put in place since September 2016 the updating of the SDP has not kept pace with the rapidity of change and improvement. This now needs to be done and was raised in the verbal feedback</i>	Yes/No
12.2	Are individual teaching timetables available, i.e. does each child/ group have their own timetable? <i>These were observed, seen in use by all staff and triangulated with the relatively new data systems and planning of targets and expected progress. The right systems are now in place and now require fully embedding to give longitudinal evidence.</i>	Yes/No
12.3	Do the hours of education meet the minimum requirements for each key stage? <i>Note: This is actual teaching time, and does not include registration, breaks or lunch times.</i>	Yes/No

	KS1 – 21 hrs; KS2 – 23.5 hrs; KS3 – 24 hrs; KS4 – 25 hrs	
Comments:		
12.4	Is there evidence of Pupil Support Plans e.g. IEPs/Pupil Action Plans/EHCP and progress reports? Significant, high quality multi professional plans observed and in use, this is a significant development and improvement since the Ofsted visits of 2014 & 2015	Yes/No
12.5	Do annual reviews contain education targets and judgement on attainment? Checked by both Surrey representatives, documentation is now of a high quality, evidences how needs are met and detail working levels. However new systems of target setting need embedding to better evidence attainment, nevertheless all that needs to be put in place to facilitate this has been done.	Yes/No
12.6	Is there evidence of short, medium and long term planning by teachers? Yes, this was not the case in 2014, things were reported to be improving in 2015 and now in 2017 all is in place but now needs long term embedding.	Yes/No
12.7	Are there records of monitoring of education standards, e.g. regular teacher performance via lesson observation by senior management? Checked by the Babcock consultant and in place, they are now well evidenced and improve the level of expectation required by teaching staff who are now having appropriate CPD & professional development opportunities. This is a significant development and improvement which is well on the way to being embedded.	Yes/No
12.8	Are there pupil outcome records?	Yes/No
12.9	What is the standard FTE equivalent staff to pupils' ratio? This was not calculated, 1:1 plus a teacher, in the houses from discussion staffing levels were appropriate, not super generous and night shift cover also was of an appropriate level. Clinical nursing also presented as being appropriate.	
12.10	Is there a Continuing Professional Development (CPD) record and plan which reflects the needs of the pupils placed? Commented upon earlier, it is now appropriate, fit for purpose, indeed of high quality, for all professionals involved in working with these PMLD pupils, this was not the case when Ofsted visited in both 2014 & 2015.	Yes
12.11	What are the standard class sizes?	6-7
12.12	Do staff have specialist qualifications and training in relation to pupils placed? From discussion and scrutiny, all of high quality and raising standards for pupils.	Yes/No
Please list the percentage of staff holding specialist qualification. Staff Qualification List available		
12.13	Are individual education targets and plans developed and shared between education and care staff? There is now a high quality, all embracing system of target setting and planning involving teaching, support, therapy, care and other staff. This multi-disciplinary approach with appropriate data is a significant improvement and with twelve months of running now needs time to further embed. From discussion and scrutiny there has been a robust transformation with removal of inadequate staff to a vibrant multi-disciplinary team who know their roles, expectations and the high standards that are required for supporting the very vulnerable pupils. These developments have been of the highest quality with outstanding leadership and management behind them.	Yes/No
12.14	Are individual education targets and plans developed and shared with pupils, parents and carers? Communication of information and the frequency of such	Yes/No

	information has been very significantly improved since September 2015 including further roll-out in 2016.	
12.15	How do you monitor any lack of attendance at lessons? How are attendance difficulties addressed? Express as a fraction or percentage the number of 'actual' against 'possible' attendances in class.	
Comments: Attendance by pupils is addressed on an individual basis as all of our pupils complex medical needs are different and can have different impact.		
Some of our pupils have life limiting and degenerative conditions.		
Evidence: A robust system of registering is in place, well recorded absence is in the main due to the complex medical and allied conditions of the pupils.		

13 DOCUMENTATION for the pupils placed		
13.1	Does the annual review reflect the child's current needs and identify suitable strategies to address them?	Yes/No
Comments: The annual review process does address this – as does the report. Examples were checked by both Surrey representatives and found to be of good to very good quality		
13.2	Do documents provide evidence of realistic academic progress over time? Yes, but this has only been fully in place for the last year as a result of the transformational changes put in place by the Head Teacher and Deputy Head. The pupil progress and ability to track the relatively new data now needs time to embed with the rigorous drive from the Head Teacher, Deputy Head, Therapy lead and Residential managers continuing apace.	Yes/No
Comments: Please see baselines – implemented in 2016, are now at a level and content that would be expected, now need to be embedded further. Pupil profiles RAG assessment and evidence system – this is now of high quality, having been put in place by the Head Teacher and Deputy Head, training of all staff, raising standards of T&L as well as expectations. During lesson observations and in meetings with therapy and residential staff, there was clear understanding of the RAG system, its value and the rationale behind it. A transformational development since 2015. The Surrey CC representatives were unable to make an overall judgement from the four twenty minute observed lessons. Data and target profiles & star summary sheets APIES		
13.3	How are assessments used to deliver measurable outcomes (including any assessment undertaken by therapists)?	
Comments: All assessments are measured against intended outcomes. Therapeutic interventions are integrated holistically and where additional goals are assigned by therapists they monitor these. Please see RAG		
Evidence: Both Surrey CC representatives observed on numerous occasions the RAG system in use. It triangulated with the relatively new routines of regular focussed tiered staff meetings, weekly and three weekly reviews of expected pupil outcomes. These now being both multi-disciplinary as well as within single professional areas. This is a dynamic improvement brought in during the last twelve months. Dovetailed with good regular training, staff have seen its value and their role in it, staff who fell outside the required standards since late 2015 have 'moved on'.		

14. TEACHING AND LEARNING

14.1	Is there a specified format for lesson planning?	Yes/No
<p>Comments. <i>There is common medium term planning and short term planning formats which all Leaders of Learning use.</i></p> <p><i>STPs are available for each session. These were observed in use in the observed lesson observations, both classroom support staff and teachers were confident in their use.</i></p>		
14.2	How does the teaching address the pupils' individual targets?	
<p>Comments: <i>All sessions have individual targets per pupil identified.</i></p> <p><i>Each STP identifies individualised 'preparation for learning' 'mode of communication' 'literacy / numeracy and environmental control technology opportunities'</i></p>		
14.3	Is any therapy provided integrated into the education day? If so, how?	Yes/No
<p>Comments: <i>All pupils have their therapeutic needs integrated throughout the day and through sessions.</i></p> <p><i>Therapy is not a 'bolt on', 'something that happens in isolation' or 'outside the classroom'.</i></p> <p><i>All pupils therapeutic needs provided as 'ongoing learning via routines' and link (where possible) to pupils intended learning goals.</i></p> <p><i>The Babcock consultant observed this to be the case.</i></p>		

15 PUPIL TRACKING through lesson observation and discussion with the pupil		
15.1	Are pupils made aware of their individual education targets?	Yes
<p>Comments: <i>This is done to the best of staff ability given the challenging PMLD needs of the pupils most of whom are non-speakers and their cognitive ability is such that even when using AAC communication equipment only very simple responses can be achieved.</i></p>		
15.2	How are pupils participating in their own learning and how are they supported to do this?	
<p>Comments: <i>to achieve this staff have to act as their 'interpreters' as well as a high level of understanding and knowledge of a pupil to enable them to understand and then appropriately react to very small facial changes or expressions presented by pupils. This was seen to be taking place in lessons during the visit.</i></p>		
15.3	Is there evidence of realistic and challenging expectations being planned and delivered?	Yes
<p>Comments <i>This was not previously the case, however, there is now ample evidence of this following the very many significant improvements and changes put in place and rolled out mainly in 2016. The tracking of such expectation now needs to embed, but early signs are very good.</i></p>		
15.4	Do pupils use appropriate aids (e.g. communication, physical, sensory aids) as specified in statement or placement plan?	Yes
<p>Comments: <i>During the lesson observations, all manner of IT & AAC aids were seen in use, many with tailor made switching with devices like 'jelly bean' switches and flexible bracketry. In none of the observed lessons were pupils seen sedentary in a wheelchair, there was great use of beds, hoisting, postural wedges and the like. The needs of the pupils mean that such devices are essential for them to achieve and engage in learning.</i></p>		
15.5	Is there evidence of pupil progress during lesson observations? How is this recorded and fed back to pupils?	Yes/No Some
<p>Comments. <i>Given the complex needs of the pupils, in lesson progress is minimal. There is good use of both digital and video recording to evidence achievement and this is used in the very regular review of targets and progress robustly put in place by the Head Teacher and Deputy in the last year. Routine outstanding practice is now the case.</i></p> <p><i>There is verbal feedback to pupils, however given their low cognitive ability it is difficult to</i></p>		

ascertain understanding.		
15.6	Have the pupils engaged in and enjoyed lessons observed? How do you know?	Yes
<p>Comments: Pupils observed were on task, if they went off task or became sleepy, there was suitable and appropriate encouragement from staff to re-engage in the activity. On some occasions a postural change was made to help the pupil enjoy their learning.</p> <p>Pupils were seen to gesture their approval in answer to questioning for highly efficient and dedicated staff.</p>		
<p>Evidence from lesson observation/s Three formal observations made</p> <ul style="list-style-type: none"> ▪ Curriculum area/Year group: Rebound (one student), I.T: KS3 & post 16 group ▪ Time spent in lessons: Twenty minutes per observation ▪ Adults present: Teacher, plus combination of TA support staff, and/or therapists. 		

16 HEALTH		
This section requires the school to give details when responding to the questions below.		
16.1	Are all children and young people fully registered with a local GP? Do you have an arrangement with the local GP that students can attend, if necessary	Yes/No
<p>Comments: <i>Medical histories for new pupils are taken from parents and carers by the medical registrar.</i></p> <p><i>Clinical staff would attend the initial assessment process of any new pupil.</i></p> <p><i>We would request medical update / reports at referral / initial assessment stage.</i></p> <p><i>Day pupils remain registered with their local GP and nursing staff would liaise directly with the relevant community teams.</i></p> <p><i>Residential pupils are brought under the consultant care of our on-site paediatricians who in turn liaise with necessary clinicians externally to ensure continuity of care.</i></p> <p>There is very good on-site availability of nurses, doctors and other clinicians.</p>		
16.2	Do consultations with the GP take place within the unit or are the children taken to the surgery?	
<p>Comments: <i>Weekly medical rounds take place with the on-site doctors and clinicians for residential pupils. Care staff, a representative from therapy and the band 7 School nurse attends to ensure oversight of all pupils across the School.</i></p> <p><i>Should a pupil become ill during the day on site nurses in School would undertake an initial assessment. A decision will then be taken as to whether the YP can be supported to stay in School or should return to House (if residential) or whether be sent home (if day).</i></p> <p><i>Should an infectious disease be suspected a doctor or consultant will be called to the pupil who will have been isolated.</i></p> <p><i>Should an infectious disease be diagnosed (dependant on type) complete isolation maybe required, communication to staff and or parent / carers, support from the infection control nurse, and or premises team eg deep clean.</i></p> <p><i>Should a child become unwell and require emergency treatment all pupils have care plans to support known medical conditions.</i></p> <p><i>If a medical emergency was apparent that was not known to a YP our on site nursing team may take the decision to use our emergency 'bleep' call for doctors and consultants or call emergency services.</i></p>		

<i>Information would be passed to parents about their child at the earliest opportunity once stabilised.</i>		
Provision is of a high standard.		
16.3	Do you have regular input from a Doctor/ GP/ Paediatrician/ Specialist Nurse?	Yes/No
<p>Comments: <i>Regular on site clinics are held in relation to therapeutic interventions – orthotics, vision, dental, hearing, medical, X-ray.</i></p> <p><i>Parental permissions are sought for these and parents are invited to attend.</i></p> <p><i>Referrals are made by School nursing or doctors and consultants of residential pupils.</i></p>		
16.4	Do you have staff with additional/ specialist training?	Yes/No
<p>Comments: <i>Please see Elaine Lush for training and competency framework.</i></p> <p><i>We also have on site access to The Clinical Education team who are specialists in training for specific medical need.</i></p>		
16.5	Do you have a medications policy?	Yes/No
<p>Comments: <i>Our pupils would not be able to self-medicate and they are supported to do this.</i></p>		
16.6	How is the health assessment and annual reviews undertaken for LAC?	
<p>Comments: <i>Health assessments are reported by School nurses who liaise with community teams as required to draw together information and doctors and consultants for the residential pupils.</i></p>		
16.7	Does each child have a health care plan?	Yes/No
<p>Comments: <i>All pupils have care plans which are reviewed at least weekly but daily where required.</i></p> <p><i>Care plans travel with children alongside relevant emergency drug charts.</i></p>		
16.8	Do you have a sexual health and personal relationships policy?	Yes/No
<p>Comments: <i>This is an area for development. This was commented upon by the Babcock consultant, although the cognitive level of students is low, the school must put a policy in place, it should reflect both the wide range of pupil ages and their working levels.</i></p> <p>ACTION REQUIRED</p>		
16.9	How are children supported with general issues around growing-up? E.g. menstruation, teenage spots etc	
<p>Comments: <i>Decisions around the management of menstruation is managed by pupils own parents / carers and doctors / consultants that support the YP. Some receive medical intervention to prevent menstruation.</i></p>		
16.10	Do you have a smoking policy?	Yes/No
<p>Comments: <i>Our smoking policy covers staff.</i></p> <p><i>There are designated smoking areas for staff and parents / carers / visitors to access.</i></p> <p><i>None of our pupils would be able to facilitate smoking.</i></p>		
16.11	Do you have a substance misuse policy?	Yes/No
<p>Comments: <i>Not to my knowledge I will check this in relation to drugs and medications mis-use.</i></p> <p><i>Babcock consultant commented that this needs to be put in place for both staff and students, even though for pupils, the likelihood of a problem is miniscule.</i></p> <p>ACTION REQUIRED</p>		
16.12	How do you recognise when a child/ young person is low in mood or depressed? What does your organisation do about young people who self-harm?	
<p>Comments: <i>Pupil mood can be determined by knowing the pupil well and interpreting their</i></p>		

<p>gestures, facial expressions, passivity.</p> <p>Whether day or residential we would discuss suspected low mood or depression with parents / carers first and then potentially refer.</p> <p>We could also involve our psychology team.</p>	
16.13	Are specific therapies offered in house? Yes/No
SALT OT Physio Music Therapy Play Therapy (Houses)	
16.14	How do you assess and monitor the therapeutic needs of each child? Annual reviews, requirements from statements, IECP targets
<p>Comments: <i>Therapeutic interventions are statement / EHCP led but it is acknowledged that clinical assessment determines an up to date and accurate package of care required.</i></p> <p><i>Clinicians undertake relevant assessments and devise relevant programmes as and when required.</i></p> <p><i>Therapy assistants are in some classes to support and lead these but from January 2017 onwards all staff will begin undertaking completing 'universal training and competency' across the disciplines to ensure that all staff can meet the therapeutic needs of all pupils in their class.</i></p>	
16.15	How is this communicated back to the placing local authority and parents?
<p>Comments: <i>Therapeutic offer, input and progress is articulated at each pupils annual review.</i></p> <p><i>On site therapists are available at all times to be contacted by parents / carers and local authority.</i></p>	
16.16	Does the school/ home have outside support/ supervision from a suitable/ qualified consultant (i.e. Chartered Psychologies or Consultant Psychiatrist)? What evidence is there of qualifications and experience? Yes/No
a) Therapist Qualifications On file b) Consultant Qualifications On file	
16.17	What are the monitoring arrangements for the therapists/ consultants?
<p>List monitoring arrangements in place: <i>We have a SLA for psychiatrist.</i></p> <p><i>Internally therapists and clinicians have 'supervision'</i></p>	
16.18	Give examples of how healthy care is promoted in the home/ school
<p>Comments: <i>We have monthly 'Healthy Lifestyles' topics that are organised and run across School and Houses.</i></p> <p><i>Evidence: Good pictorial displays observed in residential houses and in corridors around the school.</i></p>	

Additional comments following document scrutiny and monitoring visit:-

- Learning walks, which involve **all** staff are routinely in place facilitated by the Deputy.
- In the residential houses staff have two targets for each pupil that cross references and supports classroom targets.
- Communication Champions are in place – supporting outstanding provision
- In 2105 there was no structure for support staff in classrooms. A strategic review was undertaken, new JD's written as a result leading to improved provision by way of better equipped staff with improved focus in the classroom
- Old tutors and instructors have been removed and qualified teachers are now in place.
- Following the leadership led significant changes there has been a reduction of staff absence.
- A change of the Therapy Leads has resulted in a more inclusive approach which has improved impact.
- A three-tier model of training has been implemented, this has raised expectations and improved opportunities for pupils.
- All pupils are working between Levels P1 & P3, some pupils have deteriorating conditions.

- A Parent Forum has been established improving communication and relationships between parents/carers. In addition, a Parent Representative Group is now in place. Both actions evidence the transforming nature of leadership and organisation in the school.
- Pupils have 10 targets. Following baseline assessments, parents now sign a copy to say they agree with the targets, such a protocol was not in place before 2016.
- A Transition Fair has been established and is now embedded to support parents/carers to find suitable provision for post 19 provision. Transition planning commences in Yr9 in liaison with LA's.
- Staff knowledge of EHCP's has risen following INSET.
- The Nursing team which was campus based has now been brought in house, another improvement led by the Head Teacher.
- A significantly improved system of staff meetings and focussed planning meetings has been put in place by the Head Teacher & Deputy Head, this has meant an improved and more inclusive provision.
- The new dynamic and transformational leadership has led to the motto '*everyone is involved with learning*', in very many areas of the school provision is 'joined up' this was not the case pre 2015
- Fire evacuation process and procedure is now fully in place.
- Another imaginative inspirational improvement is for one of the residential managers to have been appointed from a social work rather than a nursing medical background.
- Residential accommodation, leisure and eating areas were visited, all are of a high quality and fit for purpose.
- The Surrey CC representatives met with one of the residential staff who has been trailblazing supporting parents finding appropriate places for young persons moving on from the school at age 19. Her work is very much appreciated by both staff and parents, she now has an outstanding bank of information which could easily be used as a directory for others.
- The school has invested in improved multi-sensory equipment in classrooms and residential houses including a sensory lounge.
- Meeting with Therapists established that the move to integrate therapy into the school had been a challenge, some staff had moved on but now all felt there were significant and improved outcomes for the pupils as they now have 'a wrap - around' approach. They now reflected that it had been quick, but has led to a very positive way of working. They noted that in the last twelve months that there had been significant change in practice by all staff. Therapists now work some evenings and occasional weekends to help advance best provision for the pupils as well as upskilling residential staff. They reported that staff were now 'energised'. They appreciated that they had had protected time to implement everything.
- Both Surrey CC representatives met with the data lead Deputy Head, who evidenced her roll out of the RAG system and ratings, the pupils own RAG books had only been in place since September 2016 so now need to embed. She explained the APIES documentation for Data and how it assisted staff to question how they move the level of engagement for a pupil to improve outcomes.
- As part of the monitoring visit both Surrey CC representatives held a telephone interview with a Head Teacher of a similar school who has become the critical friend for the Head Teacher which has helped the school to become outward looking. She reported how she had first visited the school a year ago and was shocked with what she saw and now term by term had seen the new dynamic leadership make significant improvements, indeed the pace of change had been amazing yet cohesive. In her last visit she observed 'tons of good practice going on'.
- As part of the visit the SCC representatives met with a teacher, an assistant and consultant brought in by the school to help develop data. They triangulated the information and developments that both representatives had seen during the monitoring visit, they highlighted the positive impact of a much improved curriculum and target setting, that the 'red' in the RAG system really flags up areas to review and resolve promptly.
- Both representatives met with the school's specialist social work lead who reported how the school had improved both processes and procedures in the last year for the

benefit of the many LAC pupils in the school. She had seen the needs baseline bring consistency and the development of very useful pupil data. Training & CPD had been improved (as already reported), that the momentum of change had been rapid with 'much higher aspirations'.

- The monitoring visit evidenced transformational change
- Throughout the visit staff said how they felt valued.
- The School should not rely on Trust-wide policies, many aspects needed a school specific content
- Both Surrey CC representatives noted that all staff they met were keen to engage in the QA process on behalf of Surrey CC.
- From the brief lesson observations the Surrey CC representatives were not able to make secure gradings, but that nothing of a cause for concern had been seen, indeed most provision had been at least good.
- To ensure all the improvements are fully embedded the Trustees & CEO need to ensure there is not burn out within the leadership team.

17 CONCLUSIONS	
From the evidence gathered, does the establishment provide a quality service that meets the needs of the children and young people placed?	Yes
<p>Strengths</p> <ul style="list-style-type: none"> • Driving through transformational change for quick positive impact • Change that was raising all round standards • The multi-disciplinary team approach to all provision • The very good use of an external view (Rosewood School Head Teacher) • The revision and changed criteria for in-class support • Consistency of change management with flair and vigour • Imaginative use of social worker lead in a residential house • Supportive charitable funding to ensure high quality accommodation and equipment • Transition planning & EHCP content • Teamwork • Caring and professional staff • CPD schedule • Ability of the staff to embrace change for the pupils • For the Head Teacher and Deputy Head to continue to be inspiring and inspirational on behalf of the pupils 	
<p>Areas for Development:</p> <ul style="list-style-type: none"> • Embed fully the transformational improvements made • Put in place soon – Substance Misuse Policy • Put in place soon – Sexual Health & Personal Relationship policy • Further develop IT/AAC provision and use • Embed the Safeguarding changes made post Dec.'16 following use of the NSPCC audit tool • Put in place data from suitable questionnaire analysis from parents, carers, social workers • Aim to be 'Outstanding' in the next full Ofsted inspection • Develop governors' knowledge base to become critical friends 	

<p>Is an Action Plan required?</p> <p>Action plans should be submitted to susan.skinner@babcockinternational.com within 30 working days of Final form being received</p>	<p>No but actions required identified in the report to be implemented asap</p>
<p>From the evidence gathered does the form reflect the service accurately?</p>	<p>Yes</p>
<p>Comments:</p>	

<p>SITE TOUR GENERAL COMMENTS</p> <p>Summarise impressions from the site tour (<i>Appendix 1</i>) that have been discussed with Provider Management.</p> <p>A school that is rapidly going places. High standard of accommodation, quality décor , good level of staffing, appropriate facilities, good use of high quality specialist therapeutic equipment.</p> <p>Caring and professional staff.</p> <p>High quality visuals & displays in main school corridors, around all the residential houses.</p> <p>An all-embracing understanding of safeguarding and checking on visitors.</p> <p>The school has the availability of a twenty four acre campus to add additional resources</p> <p>That external charitable funding means quality can be provided.</p> <p>Given external buildings within the campus, security needs to be a constant high priority</p>
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<p>Service Provider:</p> <p></p> <p>Signed:</p> <p>Print name: Samantha Newton</p> <p>Position: Headteacher</p> <p>Date: 31/01/17</p>	<p>Local Authority 1: Babcock 4S Ltd</p> <p>Signed: Chris Gardiner</p> <p>Print name: Christopher J. Gardiner. M.B.E.</p> <p>Position: SIIP Consultant</p> <p>Date: 22nd January 2017.</p>
	<p>Local Authority 2: Surrey County Council</p> <p>Signed:</p> <p>Print name: Beverley Clarke</p> <p>Position: Head of Additional and Special Educational Needs, Surrey County Council</p> <p>Date:</p>

Provider's post visit comments (delete as resolved)

Signed:

Samantha Newton

Designation: Headteacher

Date: 31.01.17

APPENDIX 1

FORM FIELD NOTES FOR SITE TOUR

Please consider the following when making a site tour:

a	What are your first impressions of the home/school? Bright, welcoming, high standard of display and décor, good sign in system
b	Is the atmosphere welcoming? Warm, friendly, staff who want to help
c	The quality of staff interaction? At least very good, often outstanding, very high level of real teamwork
d	The staff interaction with the young people? Caring, sensitive, professional, skill led, wanting to make a difference
e	The interaction between the young people? Minimal, due to their very complex PMLD needs, however lots of positive staff interaction to help interaction
f	The general appearance of staff? Smart, caring, using STP's, keen to use RAG system
g	The general appearance of the young people? Clean, tidy very well cared for by very specialist staff
h.	The general appearance of the home/accommodation? A* / Outstanding
i.	Bathrooms and other facilities – privacy? At least very good, great attention to privacy, appropriate medical and therapy equipment to meet pupil needs
j	Does the home feel safe? (both emotionally and physically) Yes, both
k.	Food: look at menu planning / food preparation areas / dining facilities Most students have very specialist feeding regimes, this is no ordinary special school

Any other comments:

Fit for purpose