



**CROSS-REGIONAL PROCEDURES  
FOR OUT OF AUTHORITY PROVISION  
IN INDEPENDENT AND NON-MAINTAINED  
SPECIAL SCHOOLS  
AND  
CHILDREN'S RESIDENTIAL HOMES**

**FORM B**

**LOCAL AUTHORITY ANNUAL MONITORING OF  
PROVIDERS'  
- CONTRACTUAL COMPLIANCE**

**NAME OF ESTABLISHMENT:**

**GREAT OAKS SMALL SCHOOL**

**NAME OF PARENT ORGANISATION: (If applicable)**

**N/A**

**DATE OF VISIT 22.06.2009**

**TIME IN**

**9.00**

**TIME OUT**

**4.30**

Bath & NE Somerset, Bedfordshire, Bournemouth, Bracknell Forest, Brighton and Hove, Bristol, Buckinghamshire, Cambridgeshire, Derby City, Derbyshire, Dorset, East Sussex, Essex, Gloucestershire, Hampshire, Hertfordshire, Isle of Wight, Kent, Leicester City, Leicestershire, Lincolnshire, Luton, Medway, Milton Keynes, Norfolk, North Somerset, Northamptonshire, Nottingham City, Nottinghamshire, Oxfordshire, Peterborough, Portsmouth, Poole, Reading, Rutland, Slough, South Gloucestershire, Southampton, Southend, Suffolk, Surrey, Swindon, Thurrock, West Berkshire, West Sussex, Wiltshire, Windsor, Wokingham

**PROVIDER CONTACT DETAILS:**

<b>Parent Company Name:</b>	<b>Contact Details:</b>	
Great Oaks Small School	<a href="http://www.greatoakssmallschool.co.uk">www.greatoakssmallschool.co.uk</a> 01843 822022	
<b>Provider contact Education Services</b>	<b>Position Held</b>	<b>Head of School</b>
Liz Baker	<b>E-mail</b>	<b>majl@greatoakssmallschool.co.uk</b>
	<b>Tel:</b>	<b>01843 822022</b>
<b>Provider contact Care Services</b>	<b>Position Held</b>	
	<b>E-mail</b>	
	<b>Tel:</b>	
<b>Provider contact Health Services</b>	<b>Position Held</b>	
	<b>E-mail</b>	
	<b>Tel:</b>	

**VISITING OFFICERS DETAILS:**

<b>Local Authority Officer 1</b>	<b>Position Held</b>	<b>Provision Evaluation Officer</b>
David Finch	<b>E-mail</b>	<b>david.finch@kent.gov.uk</b>
	<b>Tel:</b>	<b>01622 696636</b>
<b>Local Authority Officer 2</b>	<b>Position Held</b>	<b>Provision Evaluation Officer</b>
Ian Wheeler	<b>E-mail</b>	<b>ian.wheeler@kent.gov.uk</b>
	<b>Tel:</b>	<b>01622 696640</b>
<b>Health Representative</b>	<b>Position Held</b>	
	<b>E-mail</b>	
	<b>Tel:</b>	

## 1. STATUS OF PROVIDER

The Provider is registered as: <i>(as per registration certificate – not the provider's name)</i>	Great Oaks Small School		
DCSF registration number:	886-6093	Registration Certificate seen:	Yes letter from dept
Registered/Approved Number of places	20		
Number of children/young people on roll at time of monitoring visit (Schools only)	Males	14	Females 6
Number of children/young people in residence at time of monitoring visit	Males	-	Females -
Age range of children/young people on roll at time of monitoring visit (Schools only)	11-18		
Age range of children/young people in residence at time of monitoring visit	N/A		
Range of needs catered for at time of monitoring visit	Vulnerable children – some with specific learning difficulties.		

## 2. INSPECTION

### 2.1 External Inspection

Inspection by	Date of last inspection	Inspector's Name	Contact Tel N.	Copy of report provided?	Action Plan Seen?
				Yes/No?	Yes/No?
Ofsted Care					
Ofsted Education	20 & 21/09/07	Mr M Thirkell	01223 578500	Yes	Yes
HM Inspectorate State focus of inspection					
HM Inspectorate focus of inspection (tick one column)	Care	Education	Both		

**Strengths:**

Great Oaks Small School is a good school with a number of outstanding features. It is successful in meeting its aims. The school uses effectively a range of carefully considered strategies which support the students' good academic and personal progress. The successful outcomes achieved by most students, particularly in their personal development, reflect the vision of the school leadership and the hard work and commitment of staff. The care and consideration given to students is outstanding. The curriculum is matched well to the needs of individual students. Teaching is good overall and has a number of outstanding features. Parents, carers and students of all ages are overwhelmingly positive in their support of the school's care and its educational provision. The school meets all the regulatory requirements.

**Areas for development:**

- To continue to improve the recording of details of assessment and target setting
- To consider how schemes of work could be extended to reflect the range of teaching methodologies used in practice and the resources used
- To continue to improve the resources for art and DT in order to extend the opportunities for students to use a range of media and processes
- To improve training opportunities for staff as indicated in the carefully considered development plan, in particular for special needs.

(Taken from OFStED report 20-21 September 2007)

**2.2 Internal Inspection / Monitoring**

		Yes/No?
Is the organisation subject to Regulation/ Standard 33 visits?		No
Reports seen?		N/A
What are the arrangements and frequency for such visits by external managers/outside persons?		
Date of most recent report:	DD/MM/YY	

**3. INSURANCE**

The contractual requirement is that the Service Provider shall maintain the following minimum insurance cover, and provide upon request, copies of the relevant insurance to the Service Purchaser: <i>(Prompt : check schedules/brokers notes etc)</i>	Valid documentation provided?
	Yes/No?
Employer's Liability £10 million	Yes evidence seen
Public Liability £5 million for any one claim	Yes Evidence seen

Professional Indemnity Insurance £2 million	£1 million
Contents insurance covering the personal effects of the child / young person up to £500 each, with an excess of no more than £25	£250
Please provide details of any other specific elements of your insurance cover (ie. Retrospective cover; Claims made cover; Sexual abuse cover)	
<b>Offsite &amp; Travel insurance in place.</b>	
<b>3.1 Therapy</b>	
<b>Where the Service Provider provides or arranges any special therapy specified in the care plan for the children / young persons in their care, such therapeutic intervention should only be carried out by qualified professionals who are currently licensed or registered by a recognised governing body and are covered by professional indemnity insurance of £2 million.</b>	<b>Valid Certificate provided?</b>
	Yes
Therapeutic services are performed by qualified professionals (Evidence Seen)	Yes
Therapeutic service professionals have Professional Indemnity insurance of £2 million	Yes
Please provide any further details: <b>Julie Kelly &amp; Liz Baker. Neurodevelopmental Therapy</b>	
<b>3.2 Vehicle insurance</b>	
<b>Any vehicle used by the Service Provider in connection with the placement must be appropriately insured. Any driver of such vehicles must hold appropriate insurance and driving licences. The Service Provider shall obtain appropriate insurance in respect of any holidays and visits.</b>	<b>Valid Certificate provided?</b>
	<b>Yes/No?</b>
Do you use the organisation's own vehicles for the transportation of children and young people?	No. We share a mini-bus
Evidence of insurance policies seen? <b>'Any employee to drive' insurance on file</b>	
Do you require your employees to use their own vehicles for the transportation of children and young people?	Yes
Where employees use their own vehicles, when do you check and obtain copies of Road Fund Licence, Insurance, Driving Licence, MOT and any other appropriate checks?	
<b>Before they start to transport students</b>	
Evidence seen?	Yes
What procedures do you have for checking drivers' suitability to transport children and young people in your care? ( <i>Prompt – CRB checked driver or escort, drivers licence seen, adequate training in provider owned vehicles etc.</i> )	
<b>All staff and volunteers automatically undertake a Enhanced CRB check before working at the School or with students off site.</b>	
Evidence seen?	In logbook
How often are checks made on continued suitability of drivers (no driving ban etc)?	

**The school plans to review log bi-annually**

Evidence seen? **Yes**

What procedures are in place in the event of breakdown during transport of a child or young person?

Evidence seen? **Included in risk assessments**

Liability Insurances (comments apply to all insurance sections)

Strengths

Areas for development

**4. STAFF INFORMATION**

**4.1 Staffing Levels** (Prompt – Ask to look at staff rotas over a period of 3 months to check that suitably qualified staff are present at all time)

<b>Total number of staff?</b>		<b>Number</b>	<b>Full Time Equivalent</b>
<p><u>Social Workers</u> should be registered with the GSCC,  <u>Home Managers</u> should have the Registered Managers award or equivalent/ NVQ 4 Management &amp; Care.  <u>Qualified Care Staff</u> NVQ 3 Caring for Children and Young People  <u>Teaching Staff</u> should be registered with the General Teaching Council (except staff in Independent Schools),  <u>Head Teachers</u> should hold the NPQH if appropriate.</p>	Qualified Care Staff	0	
	Staff in training	3 (+7)	2.3/3.1
	Qualified Teaching Staff	5	3.1
	Support Staff/classroom assistant	5	4.5
	Specialist Staff (please specify)	4	1.7
	Ancillary Staff	3	0.32

<b>Total number of staff who have left this unit in the last 12 months</b>	Qualified Care Staff	0	
	Staff in training	0	
	Qualified Teaching Staff	2	1.0
	Support Staff/ classroom assistant	1	.75
	Specialist Staff (please specify)	1	0.05

	Ancillary Staff	2	.75
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<b>% staff turnover</b> (calculated as staff who have left/total number of staff)		28%	
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Provision for those staff who are not yet qualified:

- Two TAs currently about to complete Support Work In Schools level 3 diploma.
- One TA currently about to complete Health & Social Care level 3 diploma.
- Great Oaks is in the process of setting up a RTP/GTP (Registered and Graduate Teacher Programmes) with Christ Church University College and the support of the Marlowe Academy.
- In the meantime staff attend short day courses in various subject areas including standardisation courses, first aid and courses relevant to specific learning difficulties.

The school identified that particular individuals' circumstances led to turnover in this academic year.

Qualification(s) held by Registered Manager	
Qualification(s) held by Head of School	BSc Hons. Cert Ed. DO. NDT

**NB:** Some of the staff who appear in the "staff in training" also appear in the staff support box. Some teaching staff also support and visa versa. Unqualified teaching staff included in the second figure of the staff in training box.

#### 4.2 Staff Vacancies

		Number	Full Time Equivalent
<b>Total number of staff vacancies</b>	Qualified Care Staff		
	Staff in Training		
	Qualified Teaching Staff		
	Support Staff/classroom assistant	1	.75
	Specialist Staff ( <i>please specify</i> )	1	.6
	Ancillary Staff		

<b>Number of staff suspended in the last 12 months?</b>	Qualified Care Staff	0	
	Staff in Training	0	
	Qualified Teaching Staff	0	
	Support Staff/Classroom Assistant	0	
	Specialist Staff ( <i>please specify</i> )	0	
	Ancillary Staff	0	

	Qualified Care Staff	0	
	Staff in Training	0	

<b>Number of staff in process of, or having had disciplinary action in the last 12 months?</b>	Qualified Teaching Staff	0	
	Support Staff/Classroom Assistant	0	
	Specialist Staff ( <i>please specify</i> )	0	
	Ancillary Staff	0	

<b>Number of staff dismissed in the last 12 months?</b>	Qualified Care Staff	0	
	Staff in Training	0	
	Qualified Teaching Staff	0	
	Support Staff/Classroom Assistant	0	
	Specialist Staff ( <i>please specify</i> )	0	
	Ancillary Staff	0	

Please state reasons for staff turnover, disciplinary and dismissal cases:

Strengths (identified by school)  
**Consistence of staffing and commitment despite lack of remuneration.**

Areas for development: (identified by school)  
**Staff development, qualifications and pay.**

### 4.3 Appointment Procedure

Provide details of your recruitment policy and procedures, and your procedures for safeguarding children.

Reference requests include question s to assess suitability to work with CYP.

### 4.4 Staff file spot checks (Advise that appropriate member of provider staff is present when looking in staff files)

Total number of personnel files randomly checked (recommend 10% of staff to be checked)  
 Of these, how many were:-

Qualified Care Staff	
Qualified Teaching Staff	2
Support Staff / Classroom Assistant	2
Staff in Training	
Specialist Staff (please specify)	
Ancillary Staff	1 (Secretarial)

Have the following checks been carried out on all members of staff (including part-time staff, volunteers, those on work experience placements, landladies etc) appointed since 14th October 1991?	<b>Yes/No?</b>
2 relevant references including last employer	Yes
Specific inclusion in reference requests regarding any known impediment to prospective staff member having access to children.	Yes
Follow up reference by phone (where appropriate)	Yes
Proof of identity required - (Passport /Birth Certificate/Marriage Certificate) Recorded and dated in Staff log when seen by HT	Yes
Proof of all qualifications required	Yes
Gaps in CV's explained and verified	Yes explored at Interview
Enhanced Criminal Records Bureau checks	Yes
What is the frequency of rechecks for CRB	On entry to Great Oaks
<p>Strengths  <b>School has rigorous CRB policy and procedure in place.</b></p> <p>Areas for development:  <b>Frequency of re-checks 3 yearly recommended and Safer Recruitment Training course to be attended by a member of the Lead Team.</b></p>	

<b>4.5 Agency Staff</b>	
	<b>Yes/No?</b>
Are the checks on agency staff carried out as for permanent staff above?	N/A
Number of agency staff used within the last 12 months	N/A
Number of shifts covered using agency staff in the Last 12 months	N/A
<p>Strengths  <b>Former staff are used who are known to the school</b>  <b>The school does not employ agency staff</b></p> <p>Areas for development</p>	

<b>4.6 Staff Induction/Probation/Appraisal</b>		
	<b>Provider Staff</b>	<b>Agency staff</b>
	<b>Yes/No?</b>	<b>Yes/No?</b>
Are new staff subject to a probationary period?	Yes	N/A
If yes, how long is the period of probation?		
Approximately half a term.		
If yes , what is the frequency of the review		

Annual Staff Appraisal		
Are staff issued with a staff handbook and induction information?	Yes/No?	Yes/No?
	Yes	N/A
Do staff undertake an induction programme?	Yes	N/A
What is the duration of the induction?		
Various from individual to individual and job variation and experience.		
What does the induction involve?		
Staff Handbook. Observation of lessons, unstructured times and Council over a negotiated period of time. There is always an open door policy for health and support.		
Is there a system of performance management of staff in place? (appraisal/supervision)	Yes/No?	Yes/No?
	Yes	N/A
What is the nature and frequency of assessment?		
Buddy appraisal plus student feed-back bi-annually.		
<p>Strengths</p> <p>School has probation/trial periods for both staff and students school reports this works well.</p> <p>Areas for development</p> <p><b>Induction: This has just been developed.</b></p> <p><b>Appraisal: System under current review.</b></p>		

4.7 Staff training	
	Yes/No?
Are staff trained and qualified to deliver service as expressed in statement of purposes? <i>(Prompt: Ask for list of staff, position and relevant qualifications and training)</i>	Yes
Evidence seen <i>(Prompt – Is staff training appropriate to nature of service delivered?)</i>	Yes
Does this include regularly updated safe guarding children training?	Yes
Date of last safe guarding training:	
Which group of staff was the training delivered?	
<p>Strengths</p> <ul style="list-style-type: none"> <li>Being a small school the organisation aims to react to staff requests and needs for in-service training.</li> <li>Staff training record is on file</li> </ul> <p>Areas for development</p> <ul style="list-style-type: none"> <li>School intends to create a post of responsibility for staff development, reflecting the nature of the school and the student body.</li> <li>School could consider developing ways to assess impact of training.</li> </ul>	

## 4.8 Staff/Management/Children Meetings

	Frequency	Minutes seen?	
		Yes/No?	
Child Centred Meetings	2 or more time a week	Seen	
Operational Meetings:	Once a week	Seen	
Strategic Meetings:	Daily. Team meetings.		
<p>Strengths  <b>Whole school Council or student only Council can be called by anyone on any day if necessary. It is timetabled twice a week. The council is involved with all aspects of the school with the exception of finance.</b>            Areas for development</p>			

5. EQUALITIES AND DIVERSITY	
	Yes /No?
Does the setting have a documented policy on Equalities and Diversity for both staff and service delivery?	Yes
Does the setting have an Access Plan (Disability Discrimination Act 2005)?	Yes
Evidence seen?	Yes
What is required?	
<p>Strengths            Areas for development  <b>Improvements and development of physical access to all parts of the school as time and funds allow.</b></p>	

6. SAFEGUARDING CHILDREN & YOUNG PEOPLE	
	Yes /No?
Is a copy of the Local Safeguarding Children Board [LSCB] Procedures Handbook accessible to staff?	Yes
Evidence seen?	
Does the home/school have a documented procedure for dealing with allegations of abuse?	Yes
Evidence seen? <b>Contained in school CP policy</b>	
Who is the Local Authority (where the home / school is situated) Social Care contact?	Name: <b>Mrs D Hunt</b>
	Job Title: <b>Coordinator CP Kent Police</b>
Who is the designated person for dealing with allegations of abuse?	Name: <b>Liz Baker &amp; Julie White</b>
	Job Title: <b>Head of School &amp; Deputy Head</b>
	Yes/No?

Has the establishment ever been the subject of a full Local Authority Child Protection enquiry?	No
If yes please give date:	Investigating Local Authority:
	<b>Yes/No?</b>
Is there a safeguarding policy procedure for post 18 (vulnerable adults)	N/A
Is there a written anti- bullying policy?	Yes
Evidence seen?	
Is there a documented procedure for dealing with unauthorised absences?	No
Evidence seen?	
Is there an adequate system for controlling and recording visitor access to young people and the premises?	Yes
<p>Strengths</p> <p><b>The Anti-Bullying Policy in the school is sound, using buddies, non-violent communication and the Council procedure. The School picks up easily on troubled children and communicates as quickly as possible with involved/adults agencies.</b></p> <p><b>Incidents are recorded in the events book and come up before the council.</b></p> <p>Areas for development:</p> <p><b>The school identifies the area of procedures for post 18 students?</b></p>	

## 7. COMMUNICATION

What mechanisms are in place to enable a child/young person to contact an appropriate person outside of the home/school? (List occasions when non staff members visit the site / Reg 33/ advocacy services)

The school has frequent visits from Connexions. Some students are in the care of Social Services and Fostering Care agencies or work with CAMHS. Independent Visitors come to the school also.

Does the school/home have a documented policy on how to maintain regular contacts between child and family (where appropriate)	Yes/No?
	Only for looked after children

Evidence seen?

How is the "Childline" number displayed? (prompt- Can it be used in privacy?)

Posters and Leaflets. On display in classrooms

How is safe access to the Internet maintained?

E-Safety Policy in place regarding ICT, computers, desk tops and lap tops. School identifies mobile phone internet use as an issue; currently policy under discussion with parents. Staff will always directly supervise students when using internet.

Strengths

Students have their own student buddies for support and also frequently select members of staff as mentors.

Areas for development\_

To formalise internet E-safety policy with parents to standardise approach, particularly regarding mobile phone use in relation to internet connectivity.

## 8. COMPLAINTS PROCEDURE

Who is the senior member of staff with responsibility for the complaints procedure?

Name: **Liz Baker**

Position: **Head of School**

	Yes/ No?
Is there a documented complaints procedure?	Yes
Does it include children & young people and all other stakeholders?	Yes
Evidence seen?	Yes
Are there time limits set for complaints procedures?	Yes
Does it include provision for the complainant to have contact with an adult outside the home/school structure?	Yes
Are records kept of complaints and how they were resolved?	Yes
Evidence seen?	
Is there a pattern to the nature of complaints?	School to look at this.

Are there support mechanisms for “whistleblowing”?	School feels that as they are a small organisation this is not necessary
Does the organisation/members of staff have any pending legal proceedings relevant to the discharge of their duties, including Employment Tribunals?	No
How are children/parents informed of complaint procedures? ( <i>prompt – how do children access complaints forms?</i> )	
Via the web-site. The prospectus explains how to access the procedures and also via the Parent Forum. Great Oaks always has an open door policy.	
Example to be provided	
<b>When a student starts at the school this information is reinforced. If a parent complains about a school issue they are immediately referred to the web-site or sent a paper copy. If the complaint is financial it is passed to the Chair of Trustees or the Finance Officer.</b>	
<p>Strengths</p> <p><b>The school reports that complaints are usually addressed at an early stage with a 1:1 communication.</b></p> <p>Areas for development</p> <p><b>Possibly introduce a procedure for whistle blowing</b></p>	

## 9. ADMISSIONS, PLANNING AND REVIEWS

	Yes/No?	How often is it reviewed?
Is there an admissions policy with relevant criteria?	Yes	Annually. Policy records it was reviewed in Jan 2008 and Jan 2005 prior to that.
	Number	% of total
How many planned placements were made during the last 12 months? (What % of the total is this?)		
How many emergency placements were made during the last 12 months? (What % of the total is this?)		
How many permanent exclusions / unplanned discharges were made during the last 12 months? (What % of the total is this?)	1	5

	Yes/No?	Evidence seen?
		Yes/No?
Is there a policy within which the permanent exclusions / unplanned discharges took place?	No	
Is there a written dated Care Plan for each child? (to include check on Risk Assessment and Risk management strategy?)	N/A	
Is there a written dated Individual Education Plan or equivalent?	Yes	Yes
Is there a written dated Personal Education Plan (for LAC)?	Yes	Yes
Is there a written dated Health Care Plan?	N/A	
Is there transition planning (14 years +)?	Yes	Yes
Is there Pathway Planning (15 years+)?	Yes	Yes
Is there evidence of obtaining the views of children/young people and parents or those with parental responsibility?	Yes	Yes
Does your annual review procedure follow the SEN Code of Practice toolkit?	Yes	Yes seen during attendance at Annual Reviews
Is there evidence of the Statement of Special Educational Needs Annual Review meeting report being sent to the placing authority?	Yes	Yes. Evidence on file at LA offices.

Strengths

**The school keeps up to date with Annual Reviews, LACs, PEPs, IEPs and parent consultations, parent forums, student feedback and opinions.**

Areas for development  
**Policy for Exclusions.**

## 10. POSITIVE MANAGEMENT OF BEHAVIOUR

	Yes/No?
Is there documented evidence of policies and procedures for behaviour management including restrictive physical interventions and sanctions	Yes
Evidence seen?	Yes
Is there documented evidence of policy, procedure and recording system for incidents requiring control/restraint.	Yes
Evidence seen? ( <i>prompt – including evidence of de-briefing for children/young people and staff</i> )	
Which model of behaviour management is used? ( <i>Prompt: Does behaviour management model include face down/prone restraint?</i> )	
<b>We use Non-Violent Communication in any behavioural event for both staff and students.</b>	
	Yes/No?
Is the model for positive behaviour management accredited?	Yes
Sample of records of last two serious incidents seen?	
Is there documented evidence of staff regular training in behaviour management including -restrictive physical interventions and sanctions?	Yes
Evidence seen?	
<p>Strengths  <b>School reports that NVC is very effective and a very structured procedure. They report rarely having violent incidents in the school. Sometimes rooms are trashed.</b></p> <p>Areas for development  <b>The school has a course of physical intervention/self protection booked for September.</b></p>	

## 11. LEISURE ACTIVITIES

	Yes/No
Is there written safety guidance for staff and children, for on and off site leisure activities including holidays?	Yes
Evidence seen?	Yes
Is permission sought for off site activities from parents or those with parental responsibility?	Yes
Sample of risk assessments seen?	No individual risk assessments were seen.
How are on and off site activities risk assessed ( <i>Prompt - Are risk assessments made for individual children?</i> )	

Not individually, but students are added to the named Risk Assessments for travel, crowded spaces etc. Individual students are catered for in the Risk Assessments for individual activities, especially Camp and travel.

What opportunities are there for children and young people to take part in activities which take account of their interests, needs, race, culture, language, ability, disabilities and religion?

Interests of children are taken into account and can be discussed at school council. Children can follow their interests in unstructured time in school.

How are children and young people encouraged to take part?

Great Oak students have the freedom to opt in or out of most school activities. According to the school most do take part because they enjoy the empowerment of decision making regarding their own circumstances and education.

Strengths

**Pupil voice and engagement is a strength.**

Areas for development

## 12. HEALTH CARE

### 12.1 Health Care

Yes/No?

Is there documented evidence of a written policy on health care?

Included in separate Sex Ed and Drugs Ed policy.

Does this cover: Sexual Health

Yes

Drugs and Alcohol

Yes

Nutrition

No

Dental Care

No

Evidence seen?

Strengths

**The school has a very strong message of healthy eating and do not allow some food stuffs in school, especially artificial sweeteners, MSG and colours (E600 +) School dinners 3x PW or supper if evening event own potatoes and salad are grown on site**

Areas for development

### 12.2 Medication

Yes/No?

Is there documented evidence of a written policy/procedure for the administration and recording of medicines prescribed, non prescribed and controlled?

Yes

Evidence seen?

Yes

How are medicines and drugs stored?

In a locked cabinet

Strengths

**The school has a medication log book and follow the procedure daily.**

Areas for development

<b>12.3 Therapy</b>	
	<b>Yes/No?</b>
Does your organisation provide therapeutic services?	Yes
Please provide details such as the theoretical framework, training and competence:	
<p><b>Neuro Development Delay Therapy. This is integral to the work of Great Oaks. This is a structured programme of slow sustained remedial reflex exercises done every day by all students, there is no option here – all students sign up to this when they start at the School and parents are involved as they are supposed to continue the programme at home during weekends and holidays.</b></p> <p><b>The student has a short assessment of NDD as part of their interview when they first attend Great Oaks and that will give an idea of their appropriate class group. Most will then continue to a full NDD assessment (about 2-3 hours) with one parent/carer present. The results are then discussed with the student and the parent/carer and a programme developed. The exercises are reviewed every 6/8 weeks in the presence of the parent/carer.</b></p> <p><b>The exercises are done very day in the first half of the break and those that are not on an individual programme join with the small group that do the generic set of exercises. A programme can last up to 2 years.</b></p> <p><b>The NDT Therapist, Julie Kelly, and also Head of School gained the qualification to administer this programme as a post-graduate diploma course at the Institute of Neuro Physiological Psychology in Chester. They both attend regular up-dates, supervision and the Conference every other year, maintaining their Licentiate ship and insurance annually (docs. Logged).</b></p> <p><b>The Therapist is in frequent contact with the SENCO, Head of School and other members of staff, attends some staff meetings and runs INSET courses to acquaint the staff with the concepts, effects and delivery of the programme.</b></p>	
How do you assess and monitor the therapeutic needs of each child? Prompt: how often and method (dated care plans, review dates, regularly updated, signed and agreed by child/young person)	
See above statement	
	<b>Yes/No?</b>
Are clear therapeutic aims identified?	Yes
Is the therapeutic input integrated into the treatment or care plan?	Yes
Is the treatment updated regularly by the use of treatment and care planning?	Yes
Is the therapeutic approach understood by all staff coming into contact with the child/young person?	Yes
What evidence is there to indicate that the child/young person (and their family/LA) are involved?	
See statement above	
What evidence is there of the appropriate qualifications, registration and experience of the therapists delivering services to the child / young person?	
Logged under Therapist details/insurance	

What evidence is there that the therapeutic approach within the unit has outside support/supervision from a suitable and appropriately qualified consultant?

See statement above

What evidence is there that the practice of the therapist(s) is being updated and developed?

See statement above

What are the monitoring arrangements for the therapist(s) / consultant(s)?

See statement above

Strengths

**School reports the therapy works even better if the exercises are continued at home. Staff are aware of the therapeutic approaches and support them through their work.**

Areas for development:

**Courses or information sessions for parents**

### 13. HEALTH & SAFETY

		Yes /No	
Is there documented evidence of a written home/school Health and Safety Policy?		Yes	
Evidence seen?			
Nominated Health and Safety Officer?	Name: <b>Liz Baker</b>		
	Position: <b>Head of School</b>		
	<b>Evidence Seen</b>	<b>Numbers</b>	
How many members of staff have current First Aid Training?			7
How many members of staff are appointed First Aiders? ( <i>Prompt - 4 day course</i> )?			1
Is there an Accident Recording System?		<b>Yes / no?</b>	
		Yes	
Do members of staff attend Fire Safety Training?		Yes	
Details of arrangements for Fire Safety ( <i>Prompt - fire drills, risk assessments by the Fire Service etc</i> )			
<b>Log book of fire drills. Risk Assessment on-line. Fire Officer check and advice. Annual check of smoke detectors and extinguishers. Fire instruction sheets in each room.</b>			
Are hazardous substances suitably stored and electrical testing carried out? (COSHH Testing/PAT testing)		Yes	

Evidence Seen	
Date of last inspection by Environmental Health: DD/MM/YY	N/A
Recommendations made?	
Complied with?	Yes / no?

Strengths

Areas for development:

**New smoke detectors to be fitted to the specialist teaching rooms in the barn late in June.**

## 14. TRANSPORTATION

	Yes/No?
Does the school/home have a documented policy/procedure for the safe transport of children? <i>(Prompt – new legislation on seat belts and seats suitable for children)</i>	Yes
Evidence seen?	
Type of vehicle used? (Company or private vehicles?)	
Shared mini-bus. Renault 14 seater	
	Yes / no?
Are taxis or other third party vehicles used for transport services?	Yes
If yes are there policies and procedures in place <i>(Prompt - Taxi drivers CRB checked or a CRB checked chaperon available)</i>	Yes
Evidence seen	
<p>Strengths</p> <p><b>Taxis are employed by Kent County Council for the students placed at Great Oaks by that authority or for students placed by another LA with KCC as its agent</b></p> <p>Areas for development</p>	

## 15. EDUCATION - GENERAL QUESTIONS

Questions 15.1-15.16 to be undertaken by a non-specialist L.A. representative with reference to the most recent Ofsted report.

15.1	Are individual teaching timetables available, i.e. does each child/group have their own timetable?	Yes
15.2	Do the hours of education meet the minimum requirements for each key stage? Note: This is actual teaching time, and does not include registration, breaks or lunch times. KS1 – 21hrs, KS2 – 23.5hrs, KS3 – 24hrs, KS4 – 25hrs	Yes
Comments:		
15.3	Is there evidence of individual education plans and progress reports?	Yes
15.4	Please visit the learning environment and comment on: <ul style="list-style-type: none"> <li>• attractiveness/quality of the buildings</li> <li>• appropriate to the pupils' context</li> <li>• pupils' work on display</li> <li>• the suitability of teaching space to pupils' needs</li> <li>• specialist resources/facilities</li> </ul>	
Comments: <b>Part of the school is still being developed; this is dependent on funds being available. The main school building is adequate for the purpose and classrooms are of an appropriate size for the small numbers in each class. Some pupils' work was on display outside of classrooms but the work inside had been removed because of exams that had been taking place in the rooms. There is a very well looked after outside space where the children can play football and generally 'chill out'.</b>		
15.5	Do Annual Reviews contain education targets and judgement on attainment ( NC Levels, P Levels)?	Yes
15.6	Is there evidence of short, medium and long term planning by teachers?	Yes
15.7	Are there records of monitoring of education standards e.g. regular teacher performance via lesson observation by senior management?	No
15.8	Are there pupil outcome records?	Yes
15.9	What is the standard FTE equivalent staff to pupils ratio?	2:1
15.10	Is there a Continuing Professional Development [CPD] record and plan which reflects the needs of the pupils placed?	Yes but this could be developed further
15.11	What are the standard class sizes?	4 or 5
15.12	Do staff have specialist qualifications and training in relation to pupils placed?	Yes

Please list the percentage of staff holding each specialist qualification

**Sounds Write (2) 10%**

**Toe by Toe (1) 5%**

**Neuro Developmental Psychology Post Graduate Diploma (2) 10%**

**Post Graduate Diploma in SEN (1) 5%**

15.13	Are individual education targets and plans developed and shared between education and care staff?	N/A
15.14	Are individual education targets and plans developed and shared with pupils, parents and carers?	Yes
15.15	Is there an appropriate space for pupils to do their homework?	N/A
15.16	How do they 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:

**A register of attendance is taken for the school at the beginning of the day. Absences know in advance are written on a whiteboard in the staff workroom.**

**School has an opting out rule. Children who are stressed will opt out of class at the beginning of the lesson and will go to another room with work; a teaching assistant may go with them or if not then one will check regularly to see that they are okay. Some students use this option if under stress at home. This is discussed individually with students.**

## 16. EDUCATION – SPECIALIST QUESTIONS

**Questions 16.1-16.13 to be addressed by Education lead.**

**These are divided into 3 areas:**

- A. Documentation**
- B. Provision**
- C. Pupil tracking**

### A. DOCUMENTATION for the pupils placed

16.1	Does the Annual Review reflect the child's current needs and identify suitable strategies to address them?	Yes
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Comments:

**All staff are asked to comment on students' progress and also contribute to the update of the termly dual IEPs and recommend achievements and new targets.**

16.2	Do documents provide evidence of realistic academic progress over time?	Yes
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Comments:

16.3	How are assessments effectively used to deliver measurable outcomes? (including any assessment undertaken by therapists)	
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Comments:

**Neuro Development Delay (NDD) assessments are quantified numerically and reviewed every 6 to 8 weeks.**

**IEPs are reviewed every term.**

**External assessments/examinations are undertaken when students are ready and request studying for them.**

**B. PROVISION: based on evidence observed****Time spent in lessons:****Range of lesson focus:****16.4****Are the lesson plans being followed?****Yes**

Comments:

**Lesson plans are followed but in a very flexible and reactive way, depending on the students in each class and are therefore constantly modified.****16.5****Does the teaching address the pupil's individual targets?****Yes**

Comments:

**16.6****Are all education staff using a coherent approach to address pupil needs?****Yes**

Comments:

**There is an ethos of mutual respect between staff and students.****16.7****Is any therapy provided integrated into the education day? If so, how?****Yes**

Comments:

**NDD programme of individual or group exercises are done in the first 15 minutes of break. Visits from Connexions for mentoring, comments, careers or 1:1 sexual health work; some of this is integrated.**

## 17. TOUR OF SITE

	Appropriate size			Properly equipped			Well maintained		
	Yes	No	N/A	Yes	No	N/A	Yes	No	N/A
Classrooms	✓			✓					See * below
Therapy Facilities			✓			✓			✓
Bedrooms			✓			✓			✓
Bathrooms/Toilets	✓			✓			✓		
Separate facilities for males & females	✓			✓			✓		
Kitchens	✓			✓			✓		
Leisure facilities	✓			✓			✓		
Communal areas	✓			✓			✓		
Grounds	✓			✓			✓		
Buildings	✓			✓					See * Below

Strengths

Areas for development

- School rents premises and is looking to raise funding to buy freehold.
- School is in the process of developing Art/Practical areas in converted outbuildings.
- \*The school needs to remain vigilant that the health and safety of staff and pupils is protected during the progress of the scheme.
- The school is developing a drainage reed bed system for waste water.
- The proposed Link road to the school will include a pavement for the first time so independent travel for students can be developed.
- School operates an independence training week
- SDP identifies planned increase from 20 to 30 pupils

## 18. CONCLUSIONS

	Yes/No?
From the evidence gathered, is the establishment delivering its statement of purpose/prospectus?	Yes
From the evidence gathered does the Form A reflect the service accurately	Form A not available

Strengths:

- The school succeeds well in its aim of effectively providing an holistic education for the those vulnerable pupils who through previous trauma and placement breakdown attend Great Oaks.
- The School Council is an effective vehicle for students to express their views and participate in their education.

Education

Schemes of work are in place for the curriculum and lesson plans were seen being followed in

lessons. In the lessons observed the children remained seated and were on task. One child had opted out from one lesson and was in the chill out room with a teaching assistant, this was in accordance with the school's policy. Teaching assistants in the classrooms were effective in their involvement with pupils. Staff and pupil relationships were based on mutual respect. The use of teacher voice in different settings was appropriate. Teachers used questions to assess learning. It was clear to see that learning was taking place. Repetition and over learning was used to ensure pupils grasped the concepts being taught. Children were grouped in ability classes rather than age groups so the work set in lessons for each child was not particularly differentiated but different outcomes were expected for different children.

The school follows the Code of Practice in relation to statemented pupils.

Areas for development

Education

One thing it would have been good to have seen would be the writing of lesson objectives on the board so this could be referred to during lessons and so the children could begin to assess their own learning, perhaps leading to further instances of self assessment. It is also important that some form of lesson observations by senior staff should take place in order to continually assess the quality of teaching and learning in the school and to help them gauge the professional development needs for individual staff and for the school as a whole.

The school may like to consider:

- The introduction of a whistle blowing policy.
- Countersigning the Staff log recording sight of CRB returns.
- Retaining photocopies of qualifications and identity checks on individual staff files.
- Developing the staff Development policy/plan to include an assessment of the impact of training on practice after a six month period.

	<b>Yes/No?</b>
As a result of this visit, is the establishment required to provide an action plan?	No
If yes please list the particular areas (Prompt - An action plan is required when the provider is not able to evidence that they are compliant with the contract in any one or number of areas that will constitute a breach of contract if it is not addressed and remedied. An action plan is a document written by the provider that details the area in need of development, with tasks allocated to named members of staff and dates by which each task is due to be achieved)	
Date Action Plan due:	

Service Provider:

Local Authority:

Signed:

Signed:



Print Name:

Print Name

David Finch

Position:

Position: Provision Evaluation Officer

Date:

Date: 6.7.09

Signed:



Print Name:

Mr Ian Wheeler

Position: Provision Evaluation Officer

Date: 24<sup>th</sup> June 2009

By signing this form the provider gives consent for the information provided on this form to be stored on to the Cross Regional Database which will be accessed by Local Authorities.

**Provider's Post Visit Comments** (delete as resolved):

Signed:

Designation:

Dated: .....

<b>For Office Use Only:</b>	
<b>Link Authority</b>	
<b>Contract Status</b>	

Provider, please return the completed form to the LA representative[s] who conducted the visit. It will then be forwarded to:

**Hertfordshire County Council  
Strategic Commissioning Team  
The Flat, County Hall, Hertford, SG13 8DF**

Electronic copies to be returned to:

Once the Form B has been completed by the LA officer and agreed with the provider it will be added to the provider's Form A site on the Placements Matching Engine – The new CCRAAG Cross Regional Placements database

**LA Officers are asked to check at the time of visit that the provider is registered onto the Placements Matching Engine (New Cross Regional Placement database) and advise the cross regional coordinator if the provider is not registered so that registration can be organised.**

The link local authority will be responsible for retaining a copy of the Form B which has been signed by both parties.

*For more information on the Matching Engine please go to [www.hertsdirect.org](http://www.hertsdirect.org) key search word CCRAAG*

## **APPENDIX 1**

### **REGISTRATION AND INSPECTION ARRANGEMENTS FOR DIFFERENT CATEGORIES OF RESIDENTIAL CHILDREN HOMES AND SCHOOLS**

#### **DEFINING RESIDENTIAL SPECIAL SCHOOLS**

Residential Special Schools are subject to inspection in line with National Minimum Standards ( Care Standards Act 2000). In defining a Residential Special School, the school must be providing accommodation for children and which is either:

- a) a special school in accordance with sections 377 and 347 (1) of the Education Act 1996
- or
- b) an independent school not falling within a) which has as its sole or main purpose the provision of places, with the consent of the Secretary of State, for pupils with special educational needs or who are in public care.

OFSTED are responsible for ensuring that these schools meet their responsibilities to safeguard and promote the welfare of children in these schools.

#### **DEFINING THE DIFFERENCE BETWEEN AN INDEPENDENT SPECIAL SCHOOL AND A NON-MAINTAINED SCHOOL?**

Any independent school is one run privately for profit whereas a 'non-maintained' school is run 'not for profit' usually by a charitable body. The information below has been published by the DCSF on its official website.

#### **DEFINITION OF AN INDEPENDENT SCHOOL UNDER THE EDUCATION ACT 2002**

An independent school is defined as any school that provides full-time education for 5 or more pupils of compulsory school age or one or more pupils with a statement of special educational needs or who is in public care (within the meaning of Section 22 of the Children's Act 1989) and is not maintained by a Local Education Authority (LEA) or a non-maintained special school.

#### **WHAT ARE INDEPENDENT 'SPECIAL' SCHOOLS?**

Whilst there is no legal definition of an independent 'special' school the DCSF considers that any independent school where at least half of the pupils have SEN and at least 25% having statements it should be considered as a school catering wholly or mainly for children with SEN.

Currently some 247 independent schools are designated as catering 'wholly or mainly' for children with SEN.

An independent school is a school which is not dependent upon national or local government for financing its operation and is instead operated by tuition charges, gifts, and perhaps the investment yield of an endowment.

An independent school is any establishment that provides full-time education for five or more pupils of compulsory school, or one or more pupils with a statement of special educational need, or in public care, and which is not a school maintained by a local education authority or a non-maintained special school. There are about 1400 non-association independent schools in England, but the number fluctuates more or less daily as new schools are registered.

Ofsted does not inspect those independent schools whose head teachers are in membership of one of the associations which make up the Independent Schools Council (ISC). Neither does it inspect those schools which are owned by the Focus Learning Trust. These schools are inspected by the Independent Schools Inspectorate (ISI) and the School Inspection Services (SIS) respectively, and we monitor their work to ensure quality and consistency.

Ofsted inspects independent schools at the request of the DCSF in order to ensure that they comply with The Education (Independent School Standards) Regulations 2003, which specify the provision a school should make. In inspecting these schools, Ofsted uses the powers granted by section 162A of the Education Act 2005. For this reason independent school inspections are sometimes known as 'section 162A inspections'.

Since January 2007 schools are generally inspected every three years and this will result in a report which is published on our website. Ofsted carries out inspections in partnership with Cambridge Education, the National Inspection Services Provider (NISP) for independent schools. Inspectors judge whether the school satisfies the regulations for registration, and, where it does not, it is required to produce an action plan for improvement. Failure to make the necessary improvement(s) may lead to the school being de-registered and required to close. New schools must comply with the regulations before they are allowed to open. Ofsted's inspectors may also visit independent schools for other reasons, for example if a school wishes to make a material change, or to judge a new applicant's readiness for registration, or to monitor a particular issue at a school or follow its progress against the action plan.

### **WHAT ARE NON-MAINTAINED SPECIAL SCHOOLS?**

There are over 70 Non-Maintained Special Schools (NMSS) approved by the Secretary of State for Education under Section 342 of the Education Act 1996 as independent special schools. To become approved, NMSS have to be non-profit making, have demonstrated that they operate to a level at least equivalent to state maintained special schools and their day to day running is controlled by a governing body, the articles and instruments of which will be agreed by the Secretary of State.

To keep NMSS status, schools must comply with the Non-Maintained Special School Regulations. Local education authorities are permitted to fund pupils to attend NMSS and, almost without exception, their pupils are funded through the public purse. NMSS cater for pupils with extreme and/or low incidence difficulties and provide very specialist schooling.

Non Maintained Special Schools are inspected by OFSTED approximately every 3 years.

## **DEFINING A CHILDREN'S HOME**

- The general definition of a children's home is that it provides care and accommodation wholly or mainly for children (aged under 18). The legal definition of a children's home is very specific - it is an establishment registered as such under section 1 of the Care Standards Act 2000. The person in charge of a Children's Home is titled a Registered Manager, they have to be suitably qualified (Registered Manager Award or equivalent). It is illegal to place a child in a children's home where there is no registered person in respect of the home.
- The number of beds that the children's home must be registered for is the maximum number of children that the provider intends to accommodate on any one night.

Children's Homes are inspected by OFSTED, these are to be unannounced or announced. The standards that Children's Homes are inspected against are Children's Homes National Minimum Standards (DoH 2002). Children's Homes standards also relate to a number of Children's Homes Regulations. OFSTED have powers of enforcement should Children's Homes fail to safeguard children in their care, fail to meet regulations or fail consistently to meet minimum care standards. Powers of enforcement include fines for the Provider or cancelling registration resulting ultimately in closure of the home.

## **AVAILABILITY OF INSPECTION REPORTS**

### **\*\*\*\*\*New Ofsted contact details**

For queries about children's services after 1 April 2007, for example inspection reports, contact Ofsted via the details below:

Ofsted National Business Unit  
Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

Telephone: 08456 404040  
Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

About Ofsted

From 1 April 2007, Ofsted will be called the Office for Standards in Education, Children's Services and Skills.

It will be responsible for regulating and inspecting a range of services including:

childcare and children's social care  
schools and colleges  
adult and work-based learning.

### **Bibliography**

National Minimum Standards Children's Homes

National Minimum Standards Residential Special Schools (Department of Health 2002 The Stationary Office)