

# Care service inspection report

Full inspection

## Royal Blind School School Care Accommodation Service

The Royal Blind School  
Canaan Lane Campus  
43-45 Canaan Lane  
Edinburgh



HAPPY TO TRANSLATE

Service provided by: Royal Blind Asylum and School

Service provider number: SP2003002572

Care service number: CS2003010898

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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## Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

### What the service does well

We found that the Royal Blind School provided a very high quality service for young people.

Levels of personal care and support were very good.

The service was very good at ensuring that young people's wishes were known, including those who needed help with communication.

We saw that staff enjoyed very good relationships with the young people in their care.

Managers and staff were committed to providing the best care they could.

Accommodation was of a very good standard.

### What the service could do better

We discussed with the managers how care plans in Drever and the Hostel could include specific targets rather than more general statements.

We also discussed the need to ensure that Pupil Profiles were up to date.

We also discussed the need to ensure that debriefing following incidents was recorded.

We saw very good examples of key worker/key teacher liaison meetings. These should take place for all young people.

We felt that a system for analysing incidents should be in place to identify any learning points.

### **What the service has done since the last inspection**

The service had successfully negotiated the school's move from Craigmillar to Canaan Lane. At inspection all young people were receiving their education at the extensively modernised Canaan Lane. This transition had been managed very well.

The two sites are now known as "the Royal Blind School".

The recent staffing restructuring had resulted in considerable changes to rostering arrangements, notably the requirement that staff work occasional night shifts. Staff we spoke with were accepting of this and found the shifts less of an upheaval than they expected.

The post of school liaison officer had proved very successful in further building upon communication between families and the school. Currently the post was vacant but plans were in place to fill it as soon as possible.

The established parent/carer "consultative group" had been re-named the "parent forum" and discussion was taking place regarding the role and remit of the forum.

A drive was taking place to encourage greater attendance.

A new chair of the Education Committee had been appointed.

Considerable work had gone in to re-drafting care plans using the SHANARRI (safe, healthy, active, nurtured, achieving, respected, responsible and included) wellbeing indicators. Monthly reports now used the wellbeing indicators as a framework.

### **Conclusion**

The Royal Blind School provided a high quality service where young people were happy. They provided a wide range of opportunities for children and young people, to help them experience as much from their time there as possible.

Relationships between young people and staff were very warm and caring.

The service was well managed and staffed.

Accommodation was of a very good standard.

# 1 About the service we inspected

The Royal Blind School is an independent, grant-aided, charity based organisation which is overseen by a Board of Governors.

The Royal Blind School is registered to provide care for up to 81 young people, although numbers are in fact much lower. At inspection, thirty young people were residential, living full time, part time or receiving respite care for one or more days. All have a visual impairment or a visual impairment and additional physical impairment and/or learning disabilities.

Children and young people live in the residential units full time, during the school week, part time or on a respite basis.

At Canaan Lane, residential accommodation is provided within three well equipped and spacious houses, Jura, Gigha and Canna. At Craigmillar, residential accommodation is provided in two houses, Drever and the Hostel.

Both Canaan Lane and Craigmillar are situated within residential areas of the City of Edinburgh and have good access to public transport and local amenities.

"The Royal Blind School" refers to both sites.

The Royal Blind School's statement of purpose and function states that "all young people, regardless of their age and gender, who live away from home are provided with a clear sense that their emotional needs are cared for. All young people, regardless of disability, should enjoy a full and decent life, in conditions that ensure safety and dignity, promote choice, and self reliance including their integration and participation in the larger community. All care should be planned, appropriate in design, achievable and effective in its delivery. Care must be based on the unique needs of the individual young person, embracing their ethnicity, language, culture and faith."

The school's mission statement includes:

"Our vision is to provide a safe and enriching environment, where every child and young person is valued and supported to become:  
 successful learners  
 confident individuals  
 responsible citizens  
 effective contributors to society."

## Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

## Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of care and support - Grade 5 - Very Good**

**Quality of environment - Grade 5 - Very Good**

**Quality of staffing - Grade 5 - Very Good**

**Quality of management and leadership - Grade 5 - Very Good**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

This inspection was carried out by two inspectors from the Care Inspectorate on 1 and 2 September 2015. Feedback was given to managers on 3 September 2015.

Prior to inspection, the service provided us with a detailed self evaluation and an annual return.

- We received two completed satisfaction questionnaires
- We received four e-mail responses from placing social workers
- We spoke with young people
- We attended a young people's meeting
- We spoke by telephone with six parent/carers and two ex parent/carers.
- We had tea with young people and staff
- We spoke with care staff, individually and in small focus groups
- We spoke with the lead nurse
- We spoke with the care manager
- We spoke with the care services manager
- We spoke with the head teacher.

Staff practice and interaction with young people were observed throughout the inspection.

## Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

## Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

## Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firescotland.gov.uk](http://www.firescotland.gov.uk)

## The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a completed self assessment from the service before the inspection took place. In this they had identified where they thought they showed strengths, as well as some areas where they thought they could make improvements.

## Taking the views of people using the care service into account

We saw, and young people told us, that they enjoyed their time at the school. We saw that young people without speech were helped to make their views known. We saw that young people were happy within the school.

Young people viewed the service very positively. They told us that they "got on well" with staff and enjoyed the activities on offer. They enjoyed their interactions with other young people.

We saw that they enjoyed very warm and caring relationships with staff.

Young people were confident in raising issues with staff and management.

## Taking carers' views into account

We spoke by telephone with six parent/carers and two ex parent/carers. Views were very positive about all aspects of the service. The staff team was held in very high regard.

Parents/carers felt that their young person had benefitted considerably from time at the school.

Comments included;

"excellent care"

"communication is excellent"

"my family and I are always made welcome"

"I am contacted if there are any issues"

"I can not fault them"

"I am delighted with the service"

"it is a wonderful place"

"I can't praise them enough"

"the preparatory work with (service user) and us as a family was excellent"

"the staff are outstanding"

"staff are always willing to answer questions"

"brilliant place"

"it has changed his (service user) life"

"the staff are very considerate and empathetic"

"we were supported as a family"

"faultless service"

"it has enhanced his (service user) life"

"I have nothing but praise for the staff - communication is top notch"

"the staff are patient and gentle"

## 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

#### Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

#### Service strengths

This statement was examined as the participation of children and young people in their care and support is very important to achieving good outcomes for them. In 2015-16 all services are being inspected against this statement.

The service had a Participation Policy in place that made it clear that the views of young people, parents/carers and stakeholders were welcome. At inspection, the policy was under review.

We found that managers and staff worked hard to ensure that each young person and their parent/carer were involved in assessment, care planning and review. Initial assessment procedures included a visit to the family home, designed to ensure parents/carers were fully involved in care planning.

The school had recently created the post of school liaison officer to further promote parental involvement and enhance communication. The post was vacant at inspection but was to be filled as soon as possible.

The Key Worker system ensured that parents/carers had at least one named individual to communicate with. In practice, parents/carers were happy to communicate with a range of staff and managers.

Parents/carers told us that communication about their young person was very good. This meant that care at home 'dovetailed' with care within the school.

We saw that transitions were managed well, for example the move from Craigmillar to Canaan Lane had been experienced as positive by the majority of the young people involved.

We saw that some young people had completed a 'Having Your Say' report prior to a review meeting. For those young people with communication needs, parents/carers and staff helped them express their views; for example, all staff had knowledge of the Canaan-Barrie signing system with some staff 'championing' its use.

Young people contributed to the School Council and the Food Committee.

Each House held a Young Person's Meeting. If required, staff were skilled at helping young people to express their views. We saw that the Young Person's Meeting worked very well, with young people having confidence that their views were listened to.

We saw in meeting minutes examples of young people's choices being facilitated.

We saw that young people's and parent/ carer views were standing agenda items at the Seniors Meeting and the Care and Education liaison meeting. For example, 'signifiers' (tactile objects that identify the purpose of each room and office) had been introduced to the school sooner rather than later, following requests from young people.

An internal suggestions and complaints system was in place, although it was rarely used. We found that young people and parents/carers preferred to raise issues with staff or managers. At this inspection young people confirmed this.

The service had used parent/carer questionnaires in the past.

A Parents' Forum was in place that further encouraged parent/carer involvement in school life.

At inspection, a drive was on to encourage more parent/carers to attend. A new chair of the forum had been appointed.

A "Newsletter" for young people, parent/carers and other stakeholders included news from each individual unit. This gave information about the term passed and the term to come.

Additionally, the school frequently held open days, for example, Family and Friends Days, BBQs and Xmas Fayre, to provide further contact between staff and parents/carers.

A parent/carer flat had been established to allow parents/carers to have overnight stays. This had its own entry that bypassed young people's accommodation.

## Areas for improvement

Managers should further encourage a broader parent/carer representation within the Parents' Forum.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

### Service strengths

This statement was examined as we are looking at the educational outcomes for children and young people in this inspecting year.

All the young people attended school at the Canaan site.

A broad range of education was provided based upon ability and need. All young people were helped to achieve and each achievement was celebrated. The service operated a 24 hour curriculum, with activities during free time enhancing work during the school day.

We saw that young people were encouraged and helped to make choices in daily life, for example as regards clothing, activities and food.

Very good assessment, planning and review practice ensured that each young person's health needs were addressed.

All care plans were based around the SHANARRI (safe, healthy, active, nurtured, achieving, respected, responsible and included) wellbeing indicators contained within 'Getting it Right for Every Child'.

We saw that medical care plans had been incorporated within the overall care plan to ensure that the purpose of and effects of medication were understood.

All young people were registered with a local general practice.

We saw that there was effective communication with the service's own nurses, occupational therapists and physiotherapists; for example, a nurse attended part of each changeover meeting. This ensured that medical care was informed and consistent.

A fortnightly multidisciplinary meeting was attended by education, care, nursing, occupational and physiotherapist representatives to further ensure consistency.

The head teacher and the care services manager met weekly to ensure effective joint working.

This was complemented by senior residential care workers regularly meeting with principal teachers.

Each young person had a risk assessment that was updated regularly. Key workers reviewed Risk Assessments and these were audited and signed off by a manager.

Medication was managed well and was the subject of quarterly external audit by a local pharmacy. Systems had recently been revised and a new system put in place. Problems with the revised system were identified and a further review was taking place at inspection.

We saw that individual young people's health conditions were managed well, for example, Epilepsy Response Plans were in place as were Diabetes Management Plans.

Due regard was given to healthy eating and special dietary requirements. A very good meal planning system was in place that enabled young people to have their meals in the manner that suited them best. We saw that the Lead Nurse had overview of a special diet for one young person.

We saw that personal care equipment was well maintained. We saw that staff monitored equipment as to effectiveness and reported concerns that they identified.

The school building was fitted with 'state of the art' hoists to ensure that personal care needs were met during the school day.

All staff received Moving and Handling training. The school had its own

Habilitation Specialists who were consulted regarding suitable aids and equipment.

We saw that incidents and accidents were handled well.

We saw that staff worked hard to involve young people in educational, leisure and sporting activities. Young people were helped to enjoy an activity each evening. Young people had access to a range of activities including Scouts, climbing wall, Guides and a Music Group

One young person had recently won a national swimming competition and taken part in a national judo competition.

We saw that staff enjoyed very close and warm relationships with the young people in their care. Staff were attuned to the different moods that young people presented and gauged their approach accordingly.

Staff were inventive in finding strategies to support young people; for example, in helping a young person manage personal care tasks within an agreed time limit.

We saw that young people were given emotional support if they were experiencing difficulties in their lives. Of note was the practice of staff, where possible, 'following' young people when they moved to a new unit. Staff joined the new staff team. This provided consistency, stability and reassurance for young people.

### **Areas for improvement**

The school should continue to address the complex health needs of the young people in their care and encourage and support them in achieving their full potential.

Care plans were of a very good quality. Plans within Drever and the Hostel would benefit from including specific targets alongside more general aspirations.

Some "Pupil Profiles" were out of date. These should be reviewed.

## Grade

5 - Very Good

**Number of requirements - 0**

## Recommendations

**Number of recommendations - 2**

1. All young people's care plans should include specific targets so that progress can be monitored.

**NCS 6 School Care Accommodation Services - Support Arrangements (for those schools which provide specialist education and care).**

2. Pupil Profiles should be up to date.

**NCS 6 School Care Accommodation Services - Support Arrangements (for those schools which provide specialist education and care).**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the environment within the service."

### Service strengths

Please see Theme 1, Quality of Care and Support, Quality Statement 1: "We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service."

As noted at previous inspections, each House was well decorated and maintained.

Young people could decorate their bedrooms as they wished. We saw, and staff told us, that domestic staff and maintenance staff worked very hard to maintain a good quality living environment for young people. The service adapted to the changing needs of young people, for example, by buying larger beds for tall young people.

Ghiga had recently been refurbished to a high standard.

### Areas for improvement

The provider should continue to maintain a good quality living environment.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

“We make sure that the environment is safe and service users are protected.”

### Service strengths

This statement was examined after an examination of: the self evaluation returned to the Care Inspectorate, the previous inspection report, service user questionnaires, placing agencies feedback and any notifications and complaints we received.

We found very good arrangements were in place to keep young people safe and protected.

All visitors were required to sign in and out, wear an identity badge and be escorted when moving around the school. The residential houses were securely locked and had a doorbell. This meant that staff were aware of any visitors.

Staff carried out risk assessments of equipment and the premises and made sure that any repairs were reported and addressed. A regular Health and Safety Meeting took place and health and safety was a standing agenda item at the Care/Education and Campus meetings.

All staff were trained in 'MAST' (Management of Aggression - Strategies and Tactics).

A number of staff were qualified to deliver MAST and First Aid training.

All staff had access to an e-learning course on managing epilepsy.

All staff received a 'refresher' in child protection each year.

All staff had been Protection of Vulnerable Groups (PVG) screened.

We saw that staff were very skilled in helping young people cope with anxiety and frustration. This was reflective of not only their knowledge of young people's functioning but also the strength of relationships between them.

A management 'on call' arrangement was in place so that staff could get advice and guidance regarding any incidents.

We found staff to be very aware of safe care generally.

### Areas for improvement

The service should continue to maintain a safe environment and ensure young people are protected.

We discussed with managers the need to ensure that blind chords do not pose a risk to young people in the Hostel..

We felt that "horse play" should be discouraged and monitored more closely within the Drever and the Hostel. We discussed an incident in Drever where staff could have been more pro-active. However, we noted that changes had been made following the incident.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of staffing in the service."

### Service strengths

Please see Quality Theme 1 Statement 1: "We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service."

### Areas for improvement

Service users had been involved in staff selection in recent years. This practice should be reinstated.

The service should continue to involve young people, their parents/carers and other stakeholders in developing all aspects of the service.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

#### Service strengths

This statement was examined after an examination of: the self evaluation returned to the Care Inspectorate, the previous inspection report, service user questionnaires, placing agencies feedback and any notifications and complaints we received.

We observed very good staff practice and positive interaction with young people throughout our inspection. We witnessed informed and insightful dialogue regarding the care of young people.

Recruitment arrangements were in place that ensured all relevant checks were carried out prior to appointment.

All staff had undertaken Protection of Vulnerable Groups screening.

We saw that a very good staff induction programme was in place that introduced new staff to the practicalities of working within the Royal Blind School. A member of staff described the process to us and highlighted 'shadowing' a colleague as being very helpful.

Staff told us that they felt supported by colleagues and managers.

We saw evidence that appropriate numbers of staff were on duty at any time and there was very good evidence of needs lead deployment. Managers told us of their appreciation of staff being prepared to be flexible regarding changing shifts and deployment.

We found a very good programme of staff supervision, including regular supervision to the care services manager provided by the CEO.

The lead nurse received clinical supervision from an appropriate external health professional.

At inspection, the introduction of group and peer supervision was at an early stage. One session had taken place recently and had been received as positive.

An annual staff appraisal system was in place. This allowed staff and their line manager to agree goals for the next year.

We found very good staff meeting and changeover arrangements were in place.

We found all staff to be registered with the Scottish Social Services Council (SSSC).

The management and staff team held a range of appropriate qualifications ranging from Masters Degree in Social Work to HNC and SVQ 3 in Social Care. One member of staff was a SVQ Assessor.

Staff told us that training and development opportunities were encouraged and facilitated by the provider. We saw evidence of very good in-house events that included 'refresher' training in key areas, for example, child protection, first aid, epilepsy, autism and the use of care aids/equipment. A number of staff were undertaking Braille training at inspection.

Training records employed the SSSC recording pro-forma, 'Post Registration and Learning'. This provided evidence of development required for maintaining registration with the SSSC.

Staff we spoke with were aware of the National Care Standards and SSSC Codes of Conduct.

We formed a view of a well motivated, skilled and caring staff team that was well managed. Staff and managers spoke enthusiastically about their work and how they "loved it".

The service rewarded staff for long service and showed a commitment to their wellbeing.

## Areas for improvement

Some group supervision sessions had taken place. These had proved productive. Managers intended to encourage all units to conduct these sessions. Managers were clear that group supervision sessions enhanced rather than replaced structured individual supervision. Support to staff adjusting to the new rota should continue.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service."

### Service strengths

Please see Theme 1, Quality of Care and Support, Quality Statement 1: "We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service."

### Areas for improvement

The service should continue to appropriately involve young people and their parents/ carers in all aspects of the school.

The care manager was on first name terms with the young people. This allowed young people to raise issues if they wished.

Both the care managers and the care services manager operated an "Open Door" policy. Young people and staff were confident in raising issues with them.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

"We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide"

### Service strengths

This statement was examined after an examination of: the self evaluation returned to the Care Inspectorate, the previous inspection report, service user questionnaires, placing agencies feedback and any notifications and complaints we received.

Please also see Quality Theme 1 Statement 1: "We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service."

The service provided us with very thorough 'Evidence Folders' for each unit. These evidenced the service's performance against the Care Inspectorate Themes and Statements. Managers and staff commented that the compilation and maintenance of these files allowed them to assess their performance and identify gaps in service.

The organisation had a Business Plan and the service had its own Improvement Plan that set goals over a three year period. This allowed managers and staff to stay focused on areas for improvement or development.

The head teacher discussed with us the next School Improvement Plan that would focus on six key areas of practice.

The organisation had recently introduced a system of 'peer review' based upon the Care Inspectorate themes and statements. This entailed services being audited by other services within the organisation. Managers from the school had been involved in these audits and had received their own audit in June 2015.

Overview of the service by the Board of Governors was effective. The CEO was a regular visitor to the service and met with managers as required. The care services manager reported formally to the Board. The CEO provided supervision and appraisal to the head teacher and the care services manager.

Supervision and Appraisal systems were in place that enabled the organisation to gain views, steer developments and support change.

Communication with parents/carers was very good and ensured that their views informed the quality of service.

Senior staff worked alongside staff and could observe practice and identify areas for improvement.

Key workers produced a Monthly Summary on each young person and this was shared with managers and families, to monitor the quality of service they received. A SHANARRI wellbeing format was used.

The school notified the Care Inspectorate of significant events and issues as required.

The care manager was a regular visitor and young people and staff could speak with her on a daily basis. The care services manager was a less frequent visitor but young people and staff knew that she operated an "open door" policy.

### **Areas for improvement**

The service should continue to appropriately involve young people and their parents/carers in all aspects of the school.

We saw that key worker/key teacher meetings worked very well. All young people should benefit from such meetings.

We also discussed the need to ensure that debriefing following incidents was recorded.

We felt that incidents could be analysed on a 3 monthly basis to identify any learning points.

Whilst acknowledging her increased role within the organisation, the care services manager should maintain a profile within the service.

### Grade

5 - Very Good

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 3**

1. Debriefing following incidents should be recorded.

**NCS 6 School Care Accommodation Services - Support Arrangements (for those schools which provide specialist education and care).**

2. All young people should have a key worker/key teacher meeting.

**NCS 6 School Care Accommodation Services - Support Arrangements (for those schools which provide specialist education and care).**

3. Incidents should be analysed to identify any learning points.

**NCS 3 School Care Accommodation Services - Care and Protection.**

## 4 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

There are no outstanding requirements.

## 5 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

1. Managers should further encourage a broader parent/carer representation within the Parents' Consultative Group.

NCS 10 School Care Accommodation Services - Contributing to Your Care.

**This recommendation was made on 03 December 2014**

The group name had been changed to "Parents Group" and an independent chair had been appointed.

All parents/carers received minutes of the meeting as opposed to only those in attendance.

This recommendation has been met and the service intended to continue to encourage greater attendance at the meeting.

## 6 Complaints

A complaint by a parent/carer was not upheld

## 7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

## 8 Additional Information

We received four e-mail responses from placing social workers. Responses were very positive about the support and care that young people received. Respondents felt communication between the service, families and social workers was very good. Staff and managers were viewed as helpful and professional.

One social worker did not receive a monthly summary from the school.

Comments included:

"the quality of provision to the client is very good"

"the staff team provide high levels of care and support to keep the client safe and to assist her development"

"she has positive relationships with staff and other young people and with support is confident in making her needs known to familiar others"

"opportunities are provided for the client to develop independent life skills within a safe and secure environment"

"(staff and managers) always appear as professional and caring people"

"the views and needs of young people are considered in a very individual manner"

"(the service) works towards developing an individuals strengths, the young people are offered opportunities, professional input and equipment that would be difficult to replicate elsewhere"

"the quality of care is of a high standard"

"I have been very impressed regarding the quality of the staff both in the school and in the residential unit"

(young person) has made great progress since he began attending the service and his self confidence and self esteem has grown considerably"

"(young person) communication skills have improved and this has contributed to a reduction in episodes of challenging behaviour"

"staff know the young people very well and are caring and supportive in their approach"

"(young person) complex needs are met"

## 9 Inspection and grading history

Date	Type	Gradings
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3 Dec 2014	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
26 Feb 2014	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
26 Sep 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
26 Oct 2012	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
20 Feb 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
20 Feb 2012	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
6 Sep 2011	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
19 Jan 2011	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed Not Assessed

2 Sep 2010	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
28 Jan 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
3 Dec 2009	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
13 Mar 2009	Unannounced	Care and support Environment Staffing Management and Leadership	Not Assessed Not Assessed 4 - Good 4 - Good
27 Oct 2008	Announced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good 4 - Good 4 - Good

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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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