

St Piers Residential Special School

St Pier's Lane, Lingfield, Surrey RH7 6PW

Overall outcome Residential provision

The school is likely to meet all the national minimum standards when it opens

Main inspection findings

The likely overall experiences and progress of children and young people

- Children admitted into the residential accommodation will be from the various placing authorities throughout the United Kingdom. Children may not necessarily be considered looked after children. There are suitable arrangements for the induction of children. Each house has a manager and a staff team whom children can turn to for guidance and support.
- The school has effective links with health agencies, especially specialist services. The Neville Childhood Epilepsy Centre, which is on the same site, provides 24/7 nurse support to the children on campus and also employs its own part-time pharmacy advisor. The health activities are registered with Care Quality Commission (CQC) and the are overseen by the Head of Health, who is an epilepsy nurse specialist and the registered manager with the CQC.
- Medication practice is underpinned with a comprehensive policy that includes action to take in the event of a medication error. There are suitable arrangements for training staff in medication administration and assessing their competence.
- Where staff carry out delegated health care tasks there are suitable arrangements for training and assessment of competence for each staff member for each child.
- Students have contact with their family and others through their electronic device or the home's telephone. Staff support children with communication difficulties using their preferred method of communication.
- Residential accommodation is provided across four houses with six to eight bedrooms in each. These are mixed gender with children being placed in accordance with their level of need. Each child has their own bedroom.
- There are a suitable number of toilet and washing facilities. Ventilation, lighting and heating are good.
- Residential accommodation is only accessible to those children who use it. Experts advise that reconfiguration of an entrance way for one of the residential homes will be completed before the school opens for the next academic year.
- Catering arrangements are suitable. Residential staff prepare food in the well-equipped kitchen in each residential home. Any needs relating to diet, medical or religious needs are met. Children who cannot take food orally join other children for mealtimes so it is a social occasion. Children have access to drinking water and snacks in the residential accommodation.

- There are suitable arrangements in place for the management of laundry.
- CCTV is not used for security. Some bedrooms may contain visual or audio monitoring devices to monitor children's epilepsy during the night. This is underpinned by a comprehensive policy that includes obtaining the necessary permissions and consents.
- Children have access to a wide range of activities inside and out in the extensive grounds. There are minibuses and drivers available for trips further afield.
- The school has a equality and diversity policy that is applied in practice.
- Staff ensure that children with severe communication difficulties have the necessary bespoke equipment to communicate. Children have regular and consistent contact with staff, access to an independent visitor as well as a complaints procedure to communicate their views. In addition, a school council meets termly to discuss the wider needs of the group.
- The school is likely to meet NMS 2, 3, 4, 5, 8, 9, 10, 16, 17, 18.

How well children are likely to be helped and protected

- There is an up-to-date child protection policy in place that makes reference to key documents such as keeping children safe in education. The child protection policy contains sufficient information and risk management across the full range of safeguarding issues, for example, e-safety, child sexual exploitation, female genital mutilation, missing from care, Prevent duty and the role of and engagement with the designated officer for safeguarding in the local authority.
- There is a designated safeguarding lead in place and a number of deputies who are suitably trained.
- There is a behaviour management policy outlining appropriate sanctions to address different levels of poor behaviour. It is intended that there will be close working with parents in the event of any serious concerns.
- Safer recruitment practice is adopted. The single central register meets the standard.
- There are good arrangements for health and safety. The school ensure that the necessary safety procedures are in place such as fire safety and risk of legionella outbreak. The school has an electrical installation certificate and there are good arrangements for portable appliance testing. There are suitable arrangements for the testing of specialist equipment such as hoists.
- Senior leaders are aware of their responsibilities for fire safety under the Regulatory Reform (Fire Safety) Order 2005. They have the necessary systems in place to prevent and respond to fire. The fire system has been commissioned and there is a risk assessment in place by an independent fire specialist. Regular trial evacuations take place.
- There are a suitable number of first aiders and first aid kits available.
- A process to undertake a written risk assessment in determining residential accommodation arrangements is in place. Students are allocated rooms based on need.

- There are no individuals who are over 18 sharing the residential accommodation.
- There are no guardians appointed by the school.
- The school is likely to meet NMS 6, 7, 11, 12, 14.

The likely effectiveness of leaders and managers

- The school has a clear statement of boarding principles and practice. It provides an outline of provision for children with special educational needs and/or disabilities. Parents and children are aware of the aims of the school.
- The executive board, trust board and governing body provide the necessary monitoring and oversight of the residential accommodation. They are aware of their responsibilities under the national minimum standards, including providing an annual review of the operations and resourcing. There is a head of quality who is part of the senior leadership team as well as a residential quality board who provide further oversight.
- Leaders and managers have clear plans to communicate and work effectively with parents, that is already a strong ethos of the school.
- Senior leaders adopt a trans-disciplinary model with children at the centre of practice. There are clear plans for members of the governing board to carry out monitoring visits at the required intervals.
- Residential staff have clear job descriptions and accountability. There are arrangements in place for termly supervision by their line managers. Staff have, or are enrolled on, the level three qualification in social care.
- Staff are deployed to work routinely in one of the residential houses. This maximises the opportunity for children to choose which staff members provide their personal care, where appropriate.
- Specialist professionals are qualified and, where applicable, registered by the appropriate professional body. They have a good understanding of residential child care and the policies and purpose of the school.
- Children do not have access to staff accommodation.
- There are arrangements to consult with the relevant individuals and agencies to prepare a placement plan for each child. Such plans clearly show the delegated responsibilities. A key worker is responsible for overseeing the placement plan and providing reports, for example to statutory reviews.
- There are suitable arrangements to keep appendix one to three records.
- The school is likely to meet NMS 1, 5, 13, 15, 19, 20, 21, 22.

Compliance with national minimum standards for residential special schools

The school is likely to meet the national minimum standards for residential special schools.

Proposed school details

Unique reference number	1131867
Social care unique reference number	2601107
DfE registration number	936 7005
Inspection number	10157350

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Non-maintained special school
School status	Independent residential special school
Headteacher	Richard Gargon
Head of residential provision	Amy Ray
Telephone number	01342 832243
Website	https://school.youngpilepsy.org.uk/
Email address	education@youngpilepsy.org
Date of previous residential inspection	Not applicable

Provider already operating

Number of residential pupils	n/a
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Pupils

	School's current position	School's proposal	Inspector's recommendation
Gender of pupils	Mixed	Mixed	Mixed
Age range of pupils	5-19	5-19	5-19
Number of pupils on the school roll	85	85	85
Number of residential pupils	0	26	26
Age range of residential pupils	n/a	5-19	5-19

Information about this proposed school

- Young Epilepsy is set in a campus of over 60 acres in the Surrey countryside. The charity provides medical assessment, rehabilitation, care and education for children and young people whose lives have been adversely affected by epilepsy and other neurological conditions, including acquired brain injury resulting from accident or illness.
- St Pier's School is part of Young Epilepsy. Young Epilepsy is the operating name of The National Centre for Young People with Epilepsy (NCYPE).
- NCYPE is a registered charity number (311877) and a company limited by guarantee (00756798).
- St Piers School provides education for both residential and day pupils with epilepsy and a range of other medical and neurological disorders. The residential accommodation is in close proximity to the school.
- A majority of pupils have additional needs such as severe learning difficulties and/or autism and a few have moderate learning difficulties.
- The school is run by an integrated education governing body that reports to the charity's main trustee board. An education short inspection took place in November 2017 and the school was judged as continues to be good with safeguarding being effective.
- The operations manager for the residential homes (head of care) is part of the senior school leadership team.
- The school aims to offer termly and weekly boarding with some flexi-boarding. Currently the residential provision is registered with Ofsted as a children's home. Under the RSS registration, no child will be accommodated for more than 295 days.
- There is a corresponding application submitted to Ofsted to register two children's homes on the same site for children requiring >295 days of care and accommodation.
- St Piers College is also on the same site.

Information about this inspection

- This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.
- Information about the proposed change was provided to the DfE by the school in February 2020. This gave the rationale for the change.
- Ofsted and the DfE agreed, in February 2020, that the site visit to the residential special school accommodation would coincide with the site visit to inspect the proposed re-registration of the children’s home.
- An on-site inspection was carried out over the course of one day on 29 July 2020. The inspectors held meetings with the director of integrated care, principal, operations manager, premises manager, designated safeguarding lead, head of health, pharmacy advisor, psychologist, play therapist, head of quality, the director of human resources (HR) and the head of HR resources.
- Multiple policies, documents and certificates were scrutinised.
- A tour was undertaken of all the residential accommodation for children and the surrounding grounds. This included inspecting the 26 bedrooms across four residential homes for the proposed residential special school.
- The purpose of this inspection was to assess if the school is likely to meet the National Minimum Standards for residential special schools (April 2015).

Inspection team

Keith Riley, lead inspector	Social Care Regulatory Inspector
Kelly Monniot	Social Care Regulatory Inspector

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