

# Summarised inspection findings

Daldorch House School

Catrine

12 November 2019

## Key contextual information

Daldorch House School is an independent residential special school which opened in 1998, and is operated by the National Autistic Society. The service provides education and care for children and young people aged between eight and 21 years. All the learners have a diagnosis of an autistic spectrum condition and associated complex additional support needs. The school is located in Catrine in East Ayrshire and provides a 24 hour service, 52 weeks of the year. At the time of the inspection there were 16 young people at the school, all aged 15 and over, and most aged above 19. Another younger learner was in the process of transitioning into the school.

### 1.3 Leadership of change

**satisfactory**

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The school's vision is 'to create a safe, inclusive community where autistic children and young people can live and learn'. This is reflected in the way in which staff demonstrate unconditional positive regard towards learners and in their commitment to supporting them. Staff have a strong understanding of the young people and their families and clearly put them at the heart of their work. The school is successfully sustaining placements for young people and supporting them to be able to re-engage with education.
- Together with her senior leadership team, the Principal has started to adapt the National Autistic Society's (NAS) vision, to create a more bespoke Daldorch version, which reflects their unique Scottish context. Staff teams are beginning to develop this new vision further so that they have greater ownership of what it means for their class or house. As the process of developing a vision for the future continues, it is important that all stakeholders, including parents and partners, are involved in its evolution. Senior leaders have correctly identified the need to create a vision which is understood by children and young people, and displayed around the school. As the vision evolves, senior leaders should use this to inform the rationale and ongoing development of the curriculum.
- The principal is well supported by NAS directors and governors. Together, they are building on the services they provide to help meet the increasingly changing needs of the learners placed at the school. This includes continuing to develop links in the local community to support young people in real life settings. For example, partnership working with Catrine Bank is developing an 'autism friendly' hour within the community. Senior leaders recognise that staffing shortages in recent years have impacted on the work of the school and the activities staff can offer, particularly after school. The head of education introduced a new model for teaching and learning with education staff at the start of this session and this now needs further consideration. This includes the need to revisit the school week in order to increase the number and variety of purposeful learning episodes on offer to young people.

- There are emerging positive features of self-evaluation taking place in the school. The head of education and depute head, together with teachers, reflected on the school's performance using a few of the quality indicators in *How good is our school?* (4<sup>th</sup> edition). This led to actions in last year's improvement plan. For example, improving the consistency of how the purpose of learning is shared with young people, and developing the outdoor learning environment. The school has recently established a transdisciplinary Residential Education Psychology (REPs) group which leads on measuring the impact of targeted approaches for young people in crisis. There is evidence of reducing restrictive incidents as a result of these reflective processes, and young people being more ready to re-engage in learning. Senior leaders should continue to develop approaches to systematic self-evaluation to inform improvement priorities. This includes being more rigorous in their analysis of young people's progress and how this can influence school improvement. They should continue to develop approaches to ensure the regular involvement of all stakeholders in offering their opinions on the work of the school and how it could improve.
- The most recent education improvement plan is based on a NAS self-evaluation exercise. The plan is streamlined and contains a small number of improvement priorities with identified measures of success over time. A few non-teaching staff have led developments in recent years. This includes coordinating the The Duke of Edinburgh's Award, school sports events and eco-schools activities. It is important that all education staff are involved in the creation of future improvement plans, and understand their role in taking forward developments. The principal should continue to seek ways to share leadership responsibilities across the school and empower staff to be more involved in decision making processes. This includes continuing to develop the curriculum, and developing better ways to evidence progress of young people's learning.
- Regular visits by NAS leaders provide useful quality assurance information. However, approaches to quality assurance at the school need to be more systematic and rigorous. This includes more frequent evaluation of teachers' forward plans, monitoring the quality of teaching and sampling evidence of young people's work. The focus and purpose of classroom visits should be linked to the school's improvement priorities to monitor the impact of changes being made.
- Staff participate in a variety of worthwhile career-long professional learning (CLPL) opportunities. These range from an extensive induction programme to frequent training courses to help them meet the needs of learners. Recent training includes a focus on understanding autistic spectrum conditions, equality and diversity and cyber security. Senior leaders should ensure that CLPL is linked closely to the improvement plan, as well as to professional standards. They should also continue to evaluate the impact of any CLPL. As planned, the school should continue to look outwards for good practice elsewhere to help inform their own school improvement priorities.
- The school has a well-established pupil council in place where young people are consulted about aspects of their education and are able to influence the life of the school. Young people feel valued and enjoy participating in this forum. The council meets regularly and staff support the young people involved to express their views. Recently, young people have contributed towards choosing food and drinks for a party and identifying new topics they want to learn about in school. Staff should continue to support all young people to express their views about the quality of their education and in discussions and decisions about their future. Planned advocacy sessions will support this ongoing work.

## 2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Throughout the school there is a shared child-centred approach which underpins the ethos and culture at Daldorch House. Positive relationships and a supportive climate are in place to enable young people to develop their readiness to learn. Staff help young people to feel safe and included and to overcome anxieties with their learning. Young people are respected and valued as individuals. This is helping to re-engage young people with their learning, many of whom have had long periods of interrupted learning at previous education placements.
- When motivated to learn and appropriately supported, most young people engage well in lessons. Most education staff have a sound knowledge of young people's learning needs and preferred learning styles. Young people enjoy having a say about their learning activities and influencing future learning which is based on their interests. They respond well to personalised strategies and the individualised support they receive from teachers, classroom assistants and education support workers. However, in a minority of lessons, this knowledge is not positively influencing learning experiences. This is resulting in a minority of young people receiving insufficient levels of challenge with certain tasks and activities. Education staff should ensure that all learning experiences engage young people in meaningful learning. Staff also need to consider the levels of support provided to develop young people's independence. For example, allowing sufficient thinking time before offering advice on completing a task.
- Most education staff use creative and imaginative approaches to engage young people in their learning, often taking account of learners' interests and aspirations. In most lessons, education staff use a variety of approaches including, tailored one-to-one sessions, practical activities and learning outdoors. As a result, in most lessons, young people engage well and enjoy success.
- The school has successfully introduced a structured, well-planned start to each school day which helps young people to settle well upon their arrival. In order to support this initiative, there needs to be increased expectations of young people's attendance and, in particular, their timekeeping. End of day routines support young people to reflect on their successes, as well as taking responsibility for tasks and preparing for the following day.
- Given almost all learners are non-verbal communicators, staff understand the importance of supporting young people to develop their communication skills. Depending on individual needs, most young people communicate well through gestures and facial expressions. A majority of young people also use objects of reference, photographs, symbols and communication aids to support their communication further. However, the use of these approaches is not yet consistently applied across the school. When planning learning

activities, teachers should place greater emphasis on ensuring that communication approaches are used consistently across all classes. These approaches should offer clear progression routes for all young people to develop their communication skills further.

- Clear, consistent routines and boundaries, and well managed transitions are used effectively. Staff are skilled at using de-escalation techniques when learners are anxious or distressed. They observe young people closely and make well-timed interventions to help them to re-engage in learning. Senior leaders now need to review how education and care staff work in unison to help ensure that all young people access their learning as fully as possible.
- There is a wealth of assessment information about young people's strengths, individual needs, progress, interests, challenges and barriers to learning. Individualised education plans (IEPs) provide helpful information and identify long and short term targets in health and wellbeing, literacy, numeracy and other curricular areas. As a result, most staff plan differentiated activities which are influenced by young people's individual needs. However, teachers now need to take fuller account of young people's needs when planning learning activities. They need to build on prior learning and help young people to overcome identified barriers to learning. For example, most young people need to participate in more collaborative group tasks, and to develop their literacy and numeracy skills in unfamiliar contexts.
- Education staff use a small range of assessment approaches to measure young people's progress. Teachers are adept at gathering sufficient evidence to illustrate that young people have achieved the standards required to gain National Qualification units. They now need to develop their confidence in making professional judgements about young people's progress particularly in literacy and numeracy. As planned, senior leaders and teachers need to use the national benchmarks and milestones to influence their approaches to assessment better. The introduction of moderation activities both internally and with other schools would help build a shared understanding of standards and influence further teachers' approaches to planning and assessment.
- Approaches to planning, tracking and monitoring across all curricular areas are at the early stages of development. Teachers plan collaboratively with classroom assistants. This planning now needs to be developed more systematically, across all curricular areas and take better account of the four contexts for learning, particularly interdisciplinary learning. We have discussed with senior leaders ways in which tracking systems can be developed which better identify how well young people are progressing. There is a need to evaluate the effectiveness of interventions designed to improve outcomes for all young people. This includes looking at ways to measure and demonstrate more effectively the 'value added' for young people in terms of their attainment, achievements and skills development. Better use could also be made of data to track young people's progress with their individual targets and personal achievements.

## 2.2 Curriculum: Learning pathways

- Senior leaders are at the early stages of reviewing the school's curriculum rationale and learning pathways. This review is underpinned by the aspiration to develop further young people's independence and skills for learning, life and work. Senior leaders should continue to take account of national guidance to ensure that all young people receive their full entitlements. This includes reviewing the length of the school day.
- Young people's progress is often hindered by the lack of planned literacy and numeracy skills development in the curriculum. This includes a lack of discrete learning and very little planned literacy or numeracy development across other areas of the curriculum. In taking forward the development of the curriculum, senior leaders need to ensure that all learning pathways are coherent and progressive. These pathways should enable young people to build on prior learning and make sustained progress as they move through the school.
- In the senior phase, the school has extended the number of accreditation pathways available to learners. Senior leaders recognise the need to increase opportunities for all young people to gain qualifications across a broader range of curricular areas.
- Senior leaders should continue with plans to develop business partnerships and volunteering opportunities for young people to develop skills for learning, life and work. In taking this forward, the school should refer to Developing The Young Workforce and Careers Education Standards (3-18) guidance. Staff should also continue to work with Skills Development Scotland and other community partners to identify and plan for as wide a range of post-school destinations as possible for young people.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents report that their young people enjoy being at Daldorch House. They speak positively of the high levels of care, respect and support their child receives. They believe that staff know the needs of the young people and support them across the day to participate in learning. Parents feel that the school has made a positive impact in supporting them to meet the needs of their children.
- Parents are involved in the life of the school through various activities, including attending review meetings and organised school events. Senior leaders should continue to develop creative approaches to engage parents more fully. In particular, through seeking their views more widely on measuring young people's progress and curriculum developments.
- The school has a full equipped log cabin within the grounds which families are able to book and access throughout the year. The cabin is booked by families on a regular basis with an average stay of between two and three nights. A few young people are able to join their family for visits to the cabin. Parents speak highly of this service.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, areas for development were agreed with the school and representatives from the National Autistic Society.



### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Positive relationships between staff and young people are a strong feature across the school community. The ethos clearly places young people at the centre of the school's work. Dignity and respect for individuals is evident at all times. All staff know young people well and respond sensitively and compassionately to their needs. Commendably, the school is actively seeking links in the local community to raise awareness of autism. This approach results in young people feeling included and respected in the school, and increasingly in the wider community. The perseverance and solution-focused approach of staff to the challenges young people face results in very few placement breakdowns.
- Individual young people's reports suggest that most are making good progress with their attendance, engagement and wellbeing. All young people at the school have had periods of interrupted learning prior to their placement at Daldorch House. Staff have been successful in supporting them to improve their attendance and re-engage with education. Stakeholders consistently report improvements in young people's wellbeing, behaviour and routines. Senior leaders should continue to work closely with local authorities to carefully plan for transition beyond school so that all young people move into sustained positive destinations.
- Access to a range of professional learning gives staff an understanding of the needs of young people with severe autistic conditions and resulting complex barriers to learning. Staff have a good knowledge of the individual strengths, health and communication needs of all young people at the school. This helps them to tailor personalised support which is primarily focused on supporting young people to manage their lives and engage well with other people. This is enabling a few young people to live independently in a house and to do voluntary work in the local community.
- Staff work hard to understand young people's behaviour and to plan support strategies. The emphasis is on the least restrictive approaches, and regular training and reflection supports this. Young people are successfully developing self-regulation skills which is helping them to engage more fully in their learning, whilst keeping themselves and others safe. The school needs to revisit their use of seclusion for a few young people. All incidents involving seclusion need to be documented, reviewed and reflected upon.
- Strong partnership working is supporting staff to meet the health, sensory and communication needs of young people. This includes music therapy sessions, animal assisted activities and yoga, which supports young people to improve their ability to work with others, and to manage anxiety better. Regular visits by allied health professionals also supports individuals with aspects of their wellbeing, such as learning to take responsibility for their dental health.

- Young people are increasingly active and enjoy learning outdoors. This includes regular physical activities, the daily meadow mile and taking part in organised community events for young people with disabilities. This is helping young people to develop their physical fitness and skills such as coordination and balance. They enjoy trying new activities which builds their confidence and develops their resilience. Teachers should continue to plan learning experiences that develop young people's ability to cooperate and communicate with others.
- Almost all young people are learning valuable skills for life through cooking and baking activities. Effective use of social stories helps a few young people to learn about sexual health and relationships. Supported by staff, young people are learning how to use electrical appliances such as razors and kitchen equipment safely, and to be aware of potential hazards when cooking or travelling in a vehicle. As the curriculum develops, teachers need to ensure that young people's learning about aspects of their health is planned in a progressive, relevant and cohesive way. Greater consideration should also be given to young people's IEP targets so that they make appropriate progress.
- Senior leaders have a good understanding of legislation and statutory requirements and ensure that all staff know what is expected of them. Relevant policies and procedures are in place to support wellbeing, equality and diversity. We have discussed with senior leaders the need to streamline paperwork and processes to reduce unnecessary bureaucracy and workload for staff.
- The school's approaches to equality is embedded in its vision and this is reflected in the experiences of the young people. Learners are treated with fairness and respect. Staff are very aware of the need to support members of the community to understand the needs of their learners and to help young people to be included more widely in society. Young people's learning about aspects of equality and diversity needs to be developed. Teachers should ensure that learning about diversity forms part of the curriculum for all young people to prepare them for life in 21<sup>st</sup> century Scotland. This includes providing resources and learning experiences which take account of all protected characteristics.

### 3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- Based on a range of evidence provided by the school and taking account of their additional support needs, most young people are making satisfactory progress in literacy and numeracy. All learners are currently in the senior phase of their education. Most have achieved or are working towards achieving National 1 or National 2 qualifications in communication and numeracy. Expectations of what a minority of young people can achieve is too low. They need to be challenged further with their learning in order to make better progress with their literacy and numeracy.

#### Literacy

- Most young people are able to listen well with support and encouragement. The majority of young people listen to and respond well to short stories. Communication approaches are used effectively to support learners' understanding of texts, sentence strips and sensory stories. A few young people can recognise familiar words and read aloud. A minority of young people respond well to simple questions about a text. The use of visual timetables helps enable young people to develop their functional literacy skills. The majority of young people are developing early writing skills. They can identify letters and are progressing from mark-making to simple words and sentences. More able young people can take minutes and produce short pieces of writing. There is a need to extend the frequency of mark-making and writing tasks.

#### Communication

- Almost all of the young people within the school are non-verbal communicators with complex communication needs. Staff use a range of communication support systems to develop young people's understanding and engagement in learning, and help enable them to communicate their views. This includes use of pictures, symbols, visual prompts, and signifiers. Senior leaders should continue to work with all staff to assess and review the identified communication needs of the young people. They need to ensure that young people are supported to build on their communication competences in a planned and progressive way.

#### Numeracy

- A few young people are able to count on and back in ones, to add and subtract within ten. They can sort 2D shapes and link daily routines and personal events to time sequences. A few more able young people are able to recognise coins up to the value of £2 and can copy, continue and create patterns involving shapes. They can count on and back in ones to add and subtract within 20, and apply counting skills. A few are able to ask and answer questions about simple graphs.

- A few young people are developing and extending their numeracy skills across other aspects of their learning. For example, they can use stop watches and step counters appropriately to track and record their daily walks. A minority of young people are learning to recognise numbers and to collect and organise objects in music and art. Teachers should build on this to ensure that all young people develop numeracy skills across more curricular areas and contexts for learning. Young people also need to apply their learning in new and unfamiliar contexts.

### **Attainment over time**

- Senior leaders are at the early stages of developing approaches to measuring young people's attainment over time across the curriculum. Data and supporting evidence presented by the school does not yet provide information to measure accurately young people's progress over time. Senior leaders need to provide a better summary of overall progress and trends for individuals and cohorts of learners.
- In recent years, most young people have attained a small number of National Qualifications units at National 1 and increasingly at National 2. Young people attained unit awards in a range of subject areas including, number skills, communication, food preparation, music, science and personal achievement. There is scope for young people to gain more qualifications and wider awards. Young people are ready to learn, and teachers need to ensure that they are sufficiently challenged in all classes to make better progress with their learning.

### **Overall quality of learners' achievement**

- Young people enjoy engaging in a range of learning experiences outdoors and within the local community. They build an understanding of citizenship through visiting local businesses and sites of interest. They particularly enjoy communal events such as the Daldorch Prom. Senior leaders need to try and overcome staffing issues which often result in excursions and activities out with the school grounds being postponed or cancelled. Young people are frustrated that many enjoyable learning experiences such as swimming and The Duke of Edinburgh's Award activities have not taken place for a considerable period of time.
- The school celebrates the successes and achievements of all young people. Most young people are proud of their achievements and the new skills they are developing. Many enjoy receiving certificates to acknowledge their successes. Whilst young people are gaining a few accredited awards for their individual achievements such as first aid certificates and John Muir Award, there is a need for the school to develop access to accreditation further.

### **Equity**

- Staff are knowledgeable of young people's personal circumstances and ensure that young people are treated equitably at all times. They are dedicated to meeting their needs and overcoming any barriers to success. Senior leaders should continue to identify flexible learning pathways for young people that provide equitable opportunities linked to their interests and aspirations.

## Choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

- All the young people at Daldorch House have complex additional support needs arising from their diagnosis of autism. Staff take a holistic approach to meeting these needs to enable young people to be independent and develop skills to help them to cope in different environments. Staff use their knowledge of the young people's needs and interests to support them to be ready to learn and to self-regulate their emotions.
- The school has a number of useful reports which hold important information on how to best support and deliver learning bespoke to each young person. Senior leaders recognise that learning needs to have more of a focus in the planning for young people at the school. This will support all staff to understand their role in improving learning outcomes for all young people.
- Almost all young people have sensory profiles and require sensory props and resources to support their individual sensory needs across the day. Teachers should review individual profiles to ensure that learning experiences take account of young people's sensory needs. Teachers should progress learning and sensory tolerances in a planned and progressive way.
- Increasingly, staff are working in a transdisciplinary way to plan holistically to meet the needs of individuals. A range of groups meet to review the progress and support of young people. This includes the Pupil Operations Group, the Managing Challenging Behaviour (MCB) group and the REPs group. The (MCB) group meets regularly to review incidents and staff concerns, and adapt support plans and risk assessments as appropriate. This also includes providing bespoke professional learning to support staff confidence in how to manage situations which are causing them concern. The recently formed REPs group models support strategies with staff and ensures adherence to planned protocols and procedures. Together these approaches are reducing the number of restrictive incidents as staff become more skilled at using preventative approaches and de-escalation techniques.
- Each young person also has at least twice yearly review meetings. IEPs contain literacy, numeracy and health and wellbeing targets. These plans provide useful information and now need to be better integrated into the planning for learning, teaching and assessment. This will help teachers to better assess, track and monitor young people's progress.
- Staff work effectively with partners to support the holistic needs of young people at the school. For example, weekly visits by a music therapist. Young people enjoy music therapy sessions, which is supporting them in a range of ways, including their literacy and numeracy skills. A dentist regularly visits the school to support young people with their dental care. This is having a positive effect and is improving the wellbeing outcomes for young people at the school. Senior leaders should continue to develop links in the community which will support post-school transition planning.

### Key Question 1 – How well do we support children and young people’s wellbeing?

We looked at whether children and young people experience compassion, dignity and respect and found this to be good. Young people were secure and engaged well with those staff who were well-known to them. A new independent advocacy service was due to be implemented in the near future.

We looked at whether children and young people get the most out of life and found this to be adequate. Staff supported a range of well-chosen activities mostly within the enclosed school campus but young people needed more opportunities to experience the wider community. Some staff found it difficult to motivate young people and had low expectations of their capacity for progress. Staff however recognised individuality and celebrated achievements. Family contact was supported well.

Staff were trained in an approach to managing challenging behaviour which includes some restrictive practices for maintaining individual safety. For young people under 16 years, the service should ensure any need for these and other restrictive interventions is agreed in writing with parents and, if applicable, social workers. For those over 16, any restrictions to liberty must be included in the Guardianship Powers listed within individual Guardianship Orders

We looked at how children’s and young people’s health benefits from the care and support they experience and found this to be good. Staff were attentive to young people’s health and supported them to maintain a healthy lifestyle. This included encouraging young people to eat a healthy diet and expand the range of food they are willing to try. Young people were encouraged to be active including activities outwith the campus when staffing levels permitted. The service has good links with the local learning disability team and primary care services including occupational therapy, dietician and dental care. Staff were well-informed about individual health needs and trained to support young people with identified medical conditions. Specific dietary needs were carefully monitored. More should be done to include young people in food preparation as a means of developing their practical life skills and to make mealtimes a pleasant social experience which helps promote social skills.

**Care Inspectorate grade: adequate**

### Key Question 2 – How good is our leadership?

Not considered in this inspection.

### Key Question 3 – How good is our staff team?

Staff demonstrated consistently warm and supportive relationships with young people and were mostly conversant with their identified needs and plans.

We looked at how well staff are recruited and found this to be good. Our previous recommendations concerning safe recruitment practices had been fully implemented. Systems are in place to ensure these improvements are maintained. Some young people provided their own questions for recruitment interviews and these were used. All new staff received comprehensive induction training before working with young people. A significant proportion of new staff left their



employment before the end of their six month probationary period. This reflected the challenges of the role but impacted continuity of care for young people. New staff felt well-supported during this period but longer-serving staff told us that staffing constraints made it difficult to support their newer colleagues.

We looked to see if staffing levels were right and sufficient to meet young people's needs with staff working well together. Managers spoke of the impact of absenteeism and staff told us that staffing shortages often prevented them from providing the 2:1 support necessary to support young people in activities outwith the enclosed school campus. This was also affected by driver-availability. At times the service was reliant on agency staff to maintain assessed staffing levels and staff frequently worked long hours with reduced time off. Despite a lot of goodwill, team spirit, and person-centred commitment, staff felt under pressure and spoke of the impact of this on home life. The service needed to develop a more effective process for assessing how many staff are needed to ensure sufficient and suitably skilled staff are always on duty to meet the identified needs of children and young people. In particular, this needed to ensure staffing is sufficient in number, skills (including drivers) and experience to meet the identified needs of young people.

### Care Inspectorate grade: weak

#### Key Question 4 – How good is our setting?

We looked at how well the school care accommodation enables young people to thrive and develop their independence. The Park View satellite house in a community setting offered comfortable, spacious and un-institutional accommodation which helped to promote independence. Before moving in to their new house young people had been consulted about colour schemes and had chosen their own bedding and personalised their own bedrooms. Houses on the school campus were being improved and young people were consulted regarding décor.

The flat and bedsit accommodation in one other house was designed to provide opportunities for food preparation. Another house was being upgraded to a similar standard. Young people made their own food choices but most meals were provided by a central refectory and brought across to the houses. Young people had their own food for snacks which were kept in individual kitchen areas. There was a central laundry area outwith the houses. The service should identify ways to increase opportunities for young people to be involved in food preparation and personal laundry.

Daldorch is situated within a secure perimeter fence which helps to keep young people safe and reassures their families concerning safety. Doors to houses have electronic locks and one young person had their own fob for opening external doors and some internal doors in their own house and around the school campus. Many of the features of the Daldorch campus are designed to keep young people safe, e.g. the perimeter fence and locked outer gates, fobbed doors, locked cupboards, secure TV cabinet and audio monitors in bedrooms. Such safeguards were documented in "restriction of liberty" review documents but were not cited as Guardianship Powers in individual Guardianship Orders made under the Adults with Incapacity (Scotland) Act 2000. As such there is no legal authority for some of the physical restrictions currently in use.

Some young people had their own tablet but, more use could be made of technology to promote communication and independence.

### Care inspectorate Grade - Adequate

## Key Question 5 – How well is care and support planned?

We looked at how the service's approach to assessment and planning reflected children and young people's needs and wishes. Tools and pro-formas used for assessment and planning demonstrated very good understanding and insight concerning young people's needs, especially those associated with their autism. The volume of paperwork for each young person had been reduced and was less cumbersome than we had previously seen but would benefit from further streamlining. For example, care plans and risk assessments included some of the information contained in sensory assessments, communication assessments, Vineland assessments, serious event record etc., and records of restrictive physical interventions could be better-used to inform more integrated and up-to-date personal care plans. This should include more clearly identified targets and strategies for supporting young people to achieve these. Plans should be presented in a way which is more easily accessible to staff who support young people day-by-day and be easier for them to maintain and keep up to date.

As recorded elsewhere in this report, care plans should be used to inform a four-weekly assessment of the direct care hours needed to ensure their physical, social, psychological and recreational needs and choices are met.

Although some personal documentation was written in the first person it was not clear how much this reflected consultation with young people themselves as to their views and preferences. For example, with behaviour management plans and risk assessments, more emphasis could be given to describing what the young person finds helpful in a way that takes account of their views and feelings, e.g. when they are distressed and need support to calm down.

### Care Inspectorate grade: good

During the previous Care Inspectorate (CI) inspection, the setting had no requirements and five recommendations. From these, four recommendations have been met. Outstanding issues relating to CI recommendations are carried forward in this inspection. As a result of this inspection, there are two requirements and five areas for improvement.

### Requirements

- By 30 April 2020, the provider must progress arrangements to ensure that, for all service users aged under 16 years, any restrictions of liberty have the written consent of the young person's parent and (if applicable) their social worker. For those aged 16+ who have been assessed as lacking capacity to make decisions on their own behalf, if the provider deems it necessary to restrict their liberty, any such restrictions must be legally authorised under the terms of the Adults with Incapacity (Scotland) Act 2000. The provider must ensure that powers listed in individual Guardianship Orders are included in young people's care plans, that these are understood by staff and not exceeded. Where the provider assesses it necessary to apply any such restrictions not currently cited in Guardianship Orders, they must advise legal guardians of the need to apply to the courts to vary the Order prior to including this in the young person's plan.

This Requirement is made under Regulation 4 [a] of The Social Care and Social Work Improvement Scotland (SCSWIS) (requirements for care services) regulations 2011, a regulation which requires providers of care services to make proper provision for the health, welfare and safety of service users and that [c] no service user is subject to restraint unless it is



the only practicable means of securing the welfare and safety of that or any other service user and there are exceptional circumstances.

See also Mental Welfare Commission for Scotland good practice guide: "Rights, risks and limits to freedom".

This is to ensure that support provided to children and young people is consistent with the Health and Social Care Standards which state that: if the independence, control and choice of users of care services are restricted, this complies with relevant legislation and any restrictions are justified, kept to a minimum and carried out sensitively (HSCS 1.3).

- By 31 December 2019, the provider must ensure that, for each person using the service, a record is kept of a four-weekly assessment of the direct care hours needed to ensure their physical, social, psychological and recreational needs and choices are met. The provider must also keep a record of how this informs staffing levels and the deployment of staff on each shift over each four week period and how it ensures the delivery of care for everyone using the service. This must also take account of the physical layout of the premises, staff training and staff supervision needs.

This Requirement is made under Regulation 15 [a] of The Social Care and Social Work Improvement Scotland (SCSWIS) (requirements for care services) regulations 2011, a regulation which requires providers of care services to ensure that, at all times, suitably qualified and competent persons are working in the care service in such numbers as are appropriate for the health, welfare and safety of service users.

See also Care Inspectorate publication: "Records that all registered care services (except childminding) must keep and guidance on notification reporting".

This is to ensure that support provided to children and young people is consistent with the Health and Social Care Standards which state that: Users of care services' needs should be met by the right number of people (HSCS 3.15).

## Areas for improvement

- The provider should finalise arrangements for ensuring young people all have access to other agencies and services who can support them to make their needs and preferences known.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that users of care services should be supported to use independent advocacy if they want or need this (HSCS 2.4) and that, where they do so, that the views of their advocate are sought and taken into account (HSCS 2.12).

- The provider should review mealtime arrangements in order to utilise these more effectively to promote life skills and social skills.

This is to ensure that support provided to children and young people is consistent with the Health and Social Care Standards which state that: young people should be able to enjoy unhurried snacks and mealtimes in as relaxed an atmosphere as possible (HSCS 1.35), share snacks and meals with other people using and working in the service if appropriate, (HSCS 1:36) and choose to make their own meals, snacks and drinks with support if needed (HSCS 1:38).

- The provider should carry out a full and detailed review of the staffing establishment for the school care accommodation service to ensure that it includes consideration of all assessed needs as identified in Requirement 2. This should include realistic allowance for staff leave and other absences, the range of meetings that staff are required to attend, key worker responsibilities including review and update of care plans and associated documentation, staff training, appraisal and supervision and the general support needs of newer staff.

This is to ensure that support provided to children and young people is consistent with the Health and Social Care Standards which state that: Users of care services' needs should be met by the right number of people (HSCS 3.15).

- The provider should identify ways to increase opportunities for young people to be involved in food preparation and personal laundry.

This is to ensure that support provided to children and young people is consistent with the Health and Social Care Standards which state that: Users of care services should be empowered and enabled to be as independent and as in control of their lives as they want to and can be (HSCS 2.2).

- The provider should continue to develop a more concise, less labour-intensive and more accessible approach to care and support planning. This should lend itself to a more dynamic approach to reviewing and updating and include targets for continuing support and progress.

This is to ensure that support provided to children and young people is consistent with the Health and Social Care Standards which state that personal plans for users of care services are right for them because they set out how their needs will be met as well as their wishes and choices (HSCS 1.15).

- The provider should ensure that, as far as practicable, care plans and associated documentation reflect the involvement of young people in the planning process and take account of their views and preferences.

This is to ensure that support provided to children and young people is consistent with the Health and Social Care Standards which state that service users should be fully involved in developing and reviewing their own plan which should be available to them (HSCS 2.17).

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.