



Notice of Non-key Executive Decision

Subject Heading:	Outline Proposals to address Early Years, Primary, Secondary and SEN rising rolls – Update to Phase 3 and Phase 4 expansion Programme – Publication of statutory notice for the establishment of an Additional Resource Provision at Nelmes Primary School
Cabinet Member:	Councillor Robert Benham, Deputy Leader of the Council, Cabinet Member for Education, Children & Families
SLT Lead:	Tim Aldridge, Director Children's Services
Report Author and contact details:	Pooneeta Mahadeo School Organisation Manager pooneeta.mahadeo@havering.gov.uk 01708 431092
Policy context:	The local authority has a legal duty to meet the special educational needs of those children for whom it is responsible. The needs of pupils who require <i>provision additional to or different from that generally available</i> is determined by a formal assessment pursuant to the Children and Families Act 2014.
Financial summary:	<p>The administrative costs of publishing the statutory notice and proposal can be met from existing revenue budgets.</p> <p>Implementation of notice expected to cost £1m and this will be met within the SEND Capital grant.</p> <p>The revenue costs related to the operation of the new provision at the</p>

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	school will be met from the Dedicated Schools Grant.
Relevant OSC:	Children and Learning
Is this decision exempt from being called-in?	Yes

The subject matter of this report deals with the following Council Objectives

- Communities making Havering
- Places making Havering
- Opportunities making Havering
- Connections making Havering

Place an X in the [] as appropriate

Part A – Report seeking decision

DETAIL OF THE DECISION REQUESTED AND RECOMMENDED ACTION

The decision is to publish, in accordance with DfE Guidance, a statutory notice and prescribed information setting out the Local Authority's formal proposal to create Additional Resourced Provision (ARP) at Nelmes Primary School.

School	Additional Resourced Provision (ARP)	No of pupils
Nelmes Primary School (Community)	Communication and Interaction Needs (ASD and SLCN)	12 (4-11 years)

The statutory notice is included as Appendix 1.

AUTHORITY UNDER WHICH DECISION IS MADE

Cabinet made the following decision , at its meeting on 12 October 2016,

2. Delegated the power to take further decisions regarding the approval of which settings/schools included within the report should be expanded or supported financially (subject to the appropriate statutory processes) for Phase 4 of the Expansion Programme to the Cabinet Member for Children & Learning

STATEMENT OF THE REASONS FOR THE DECISION

The Cabinet decision of 12 October 2016 included the following:

Primary SEN places;

Agreed to establish two Additionally Resourced Provisions (ARPs) for primary children with Communication and Interaction Needs, each with 12 places in mainstream primary schools for 2017/18. The ARPs would be established in the Upminster, or Harold Hill, or Rainham and South Hornchurch primary planning areas.

One of the ARPs has been established at Mead Primary School. The ARP at Nelmes would be the second but the implementation date has slipped and it is also within the Hornchurch Planning area but close to the boundary with the Upminster Planning area and the only current viable proposal option to meet identified need. Accordingly it has been necessary to seek approval from the Lead Member as set out above.

The LA is required to follow a statutory process to establish/remove/alter SEN provision in a mainstream school.

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Statutory Proposal Timeline

Key milestones	Date
Statutory Stage 1 – Publication of Statutory Notices	3 May 2019
Statutory Stage 2 – Representation Period (formal consultation)	3 May – 31 May 2019
Statutory Stage 3 - Decision on proposals The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period or decision defaults to Schools Adjudicator (OSA). Any appeal to the adjudicator must be made within 4 weeks of the decision.	July 2019
Statutory Stage 4 – Implementation	As specified in the published statutory notice, subject to any modifications agreed by the decision-maker

OTHER OPTIONS CONSIDERED AND REJECTED

Pupils with complex SEN could be also educated within special schools. Expansion of existing special schools is not feasible within the required timeframe due to space constraints. Development of a new special school is extremely costly and has a long lead in time and as such is not an option in the short term.

The Council is therefore looking to increasing capacity within its existing resources and is focusing on developing new provision within its own schools. It is therefore proposing to create a number of Additionally Resourced Provision in the mainstream (ARPs), particularly in the areas where there are shortages of provision.

PRE-DECISION CONSULTATION

Although there is no longer a prescribed 'pre-publication' consultation period for prescribed alterations, there is a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations.

Consultation took place from 29th October to 26 November 2018. A total of 65 responses were received. Of the 65 responses received, 40 (62%) were in favour of the establishment of the ARP while 25 (38%) respondents were against the proposed ARP.

The main issues raised from those against the proposal were:

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- Disruptive impact on pupils attending the main school
- School facilities and play area
- Increased traffic
- Impact on school standard and performance
- Lack of funding

The consultation report is included as Appendix 2.

NAME AND JOB TITLE OF STAFF MEMBER ADVISING THE DECISION-MAKER

Name: Pooneeta Mahadeo

Designation: School Organisation Manager

Signature:



Date: 29 March 2019

Part B - Assessment of implications and risks

LEGAL IMPLICATIONS AND RISKS

A non-statutory informal consultation has been carried out the results of which are set out in appendix 2. The decision maker should pay careful regard to the responses received before making a determination.

In relation to provision for special educational needs in a mainstream school, the LA has to follow a statutory process for –

- (a) The establishment of a provision that is recognised by the local authority as reserved for children with special educational needs;
- (b) A change in the type, or types of special educational provision that is recognised by the local authority as reserved for children with special educational needs; or
- (c) The discontinuance of provision which is recognised by the local authority as reserved for children with special educational needs

Regulation 5 and 6 and Schedule 2 para 8 and Schedule 3 School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013/3110

The details of the proposals must be placed on a website and in a local paper and to various other stakeholders.

The proposals are in line with these statutory requirements.

FINANCIAL IMPLICATIONS AND RISKS

The financial implications of undertaking the statutory process are minimal and costs can be contained within existing budgets of the Education Service. However, there is a significant financial implication of implementing the proposal and this is detailed below.

Capital Implications

The estimated costs for delivering Nelmes ARP is as follows:

School	Additional Resourced Provision (ARP)	Cost
Nelmes Primary	New ARP for Communication and Interaction Needs – LA to deliver building works	£1,000,000

Revenue Implications for schools

ARPs in Havering are funded in accordance within a Place Led Funding approach that complies with the Government's SEN Funding Reforms which came into effect in April 2018. Generally, the local authority will commission 12 places at £6k each per annum.

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The school retains its Age Weighted Pupil Unit funding for pupils on roll at the ARP as the autumn term census which is topped up to £4,000 by the local authority. For places that are not filled, £4,000 is allocated in addition to the £6,000 in cases where it is likely that the place will be filled during the year.

An additional £6,000 per place is allocated by the local authority to provide predictability and stability for the school in meeting the costs of the ARP. This replaces any "top up" funding based on the EHC plans of the individual pupils attending the ARP. All costs are met by the LA's allocation of High Needs funding from the Dedicated Schools Grant.

There is no implication to the General Fund budget of the London Borough of Havering should the scheme be approved. However, there may be a risk that costs exceed the original proposals, at which point management action will be taken, following the a review of available options, which will include options to reduce costs (as appropriate) or seek additional funding, ideally from funds set aside for the Special Education Needs Schools programme.

HUMAN RESOURCES IMPLICATIONS AND RISKS (AND ACCOMMODATION IMPLICATIONS WHERE RELEVANT)

The human resources implications for the school to be proposed for creating Additionally Resourced Provision will be managed by the school itself. There is likely to be a need to recruit additional teaching and support staff and the relevant school will undertake the recruitment and selection process in accordance with the appropriate policies and procedures. There are growing difficulties in recruiting to teaching posts and therefore schools will need to consider that additional resources and a longer recruitment timescale may be required to fill vacancies. The Havering Education HR service will provide support as appropriate and required to all schools, academies or free schools that purchase relevant services.

EQUALITIES AND SOCIAL INCLUSION IMPLICATIONS AND RISKS

In Havering we are committed to developing the most inclusive communities which are welcoming and supportive of all. Our aspiration for all our children and young people are the same and this is that they should all have the best opportunities to achieve and fulfil their potential. Our aim for children and young people with special educational needs (SEN) is even more ambitious in that we want them to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and local community.

The local specialist provisions will ensure that all children can have their needs met in a school as close to home possible. This is to ensure that they are in the right school at the right time so that they may participate fully in the lives of their schools and make the most of their learning opportunities, supporting schools and families to help children and young people remain and develop into participative members of their local schools and community.

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Appendix 1 – Statutory Notice
Appendix 2 – Consultation report

BACKGROUND PAPERS

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Part C – Record of decision

I have made this executive decision in accordance with authority delegated to me by the Leader of the Council and in compliance with the requirements of the Constitution.

Decision

Proposal agreed ✓

Delete as applicable

Proposal NOT agreed because

Details of decision maker

Signed 

Name: *ROBERT M.S. DENTON*

Cabinet Portfolio held: *Children + Learning*

CMT Member title:

Head of Service title

Other manager title:

Date: *11/04/2019*

Lodging this notice

The signed decision notice must be delivered to the proper officer, Debra Marlow, Principal Democratic Services Officer in Democratic Services, in the Town Hall.

For use by Committee Administration

This notice was lodged with me on _____

Signed _____



STATUTORY NOTICE

Proposal to add Resourced Provision of Special Educational Needs places to Nelmes Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that the London Borough of Havering intends to make the following prescribed alteration to Nelmes Primary School (Community), Wingletye Lane, Hornchurch, Essex, RM11 3BX from 1 January 2020:

The proposal is to provide an additional 12 places in total for children between the ages of 4 and 11 with special education needs from 1 January 2020.

It is intended that the school will make provision for the following type of special educational needs that would be recognised by the local education authority as reserved for SEN pupils, as follows: Autistic Spectrum Disorder and Speech, Language & Communication Needs

This Notice is an extract from the complete proposal which is available for download via this link;

A hard copy can be obtained by calling Ada Egot on 01708433841 or email; ada.egot@havering.gov.uk

Within four weeks from the date of publication of these proposals, any person may object to or make comments on the proposal by sending them to:
Pooneeta Mahadeo, School Organisation Manager, London Borough of Havering, 9th Floor Mercury House, Mercury Gardens, Romford, RM1 3DW, Telephone 01708 431092, or by emailing schoolsorganisation@havering.gov.uk

Signed:

Tim Aldridge
Director of Children's Services
Publication Date: 03/05/2019

2017/18 Phase 4 Programme of Primary School Expansions
**Establishment of an Alternative Resource Provision at Nelmes Primary
School**

CONSULTATION FEEDBACK REPORT
December 2018

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Section 1: Introduction and Executive Summary

The London Borough of Havering's vision is for children and young people with special educational needs and disabilities (SEND), and other additional needs, to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and local community, throughout childhood and into adulthood.

One of the key changes proposed in the Havering High Needs Strategy 2017-2022 is the delivery of an on-going programme to create more Additionally Resourced Provisions (ARPs) in mainstream settings to help support the increasing numbers of SEND children who require specialist intervention supported in a specialist resourced provision.

Following the Cabinet's approval to establish two primary ARPs containing 12 places each in 2017/18 and a further one to meet the need in 2018/19 as part of the Phase 4 expansion programme. Nelmes Primary school was agreed to be considered as one of the schools to help meet the growing number of pupils with SEND by establishing an ARP for pupils with Communication and Interaction Needs which includes Autistic Spectrum Disorder (ASD) and Speech, Language & Communication needs (SLCN).

The consultation process covered by this report ran from 29 October to 26 November 2018. The objective was to inform and gather views regarding the proposals from key stakeholders, particularly parents/carers of pupils and staff of Nelmes Primary School, school governing bodies and other schools within the borough.

The purpose of this report is to present a summary of the responses received during the consultation process, including the main views gathered from the online survey questionnaire and any other responses received.

Section 2: Consultation Process

The statutory process to prescribed alterations to schools is now a four stage process as published in the consultation document and outlined in the timeline below.

Statutory Stage 1 – Publication of Statutory Notices	January 2019
Statutory Stage 2 – Representation (Formal consultation)	4 weeks
Statutory Stage 3 - Decision on proposals by the Local Authority	April 2019
Statutory Stage 4 - Implementation	From January 2020

There is no longer a statutory 'pre-publication' consultation period for making significant changes to maintained schools, however as best practice, this council strives to seek the views of interested parties in developing any proposal for making a prescribed alteration change to any of its schools. This consultation feedback report will form part of the report that will decide whether the council will proceed with the statutory notice publication.

The four week 'representation' period will be a final chance to express views on any of the proposals.

The consultation document together with the online survey link was sent electronically to all

parents/carers, governors, teachers and support staff of Nelmes Primary School.

Other consultees as listed in *appendix A* including all the borough schools, special schools, ward members, MPs, Church Dioceses, all early years provision, community groups, unions and professional associations were also sent an electronic version of the consultation document and the survey questionnaire link. This was also posted on the Havering website. A hard copy of the document was available on request for those who did not have access to a computer.

A consultation meeting was held for parents/carers and interested parties at Nelmes Primary School on the 6 November 2018.

Section 3: Questionnaire Response

This section of the report summarises the responses received from the consultation questionnaire. The questionnaire provided an opportunity for consultees to respond to specific questions regarding the proposal as well as allowing for general comments.

In total, **65** responses were received electronically. The categories of the respondents according to the role they defined on the questionnaire are shown below;

- **39** Parents/carers of children currently attending Nelmes Primary
- **6** Teacher/Other staff of Nelmes Primary
- **2** Governing body members of Nelmes Primary school
- **1** Parent of a child attending another school
- **4** Teachers/Other staff in another School
- **5** Governing body member from another school in the area
- **1** Private Nursery provider;
- **7** Local Residents

Question 1 asked respondents to state whether or not they support the proposal to establish an ARP at Nelmes Primary.

Of the 65 responses received, 40 were in favour of the establishment of the ARP while 25 respondents were against the proposed ARP

The table below shows the responses for and against received for each category of respondent;

Respondent	Total Responses received	Responses in Support	Responses Against
Parents/carers of children at Nelmes	39	17	22
Teacher/Other staff of Nelmes Primary	6	6	-
Governing body members of Nelmes Primary	2	2	-
Parent of a child attending another school	1	1	-
Teachers/Other staff in another School	4	4	-
Governing body member from another school	5	5	-
Private Nursery provider	1	1	-
Local Residents	7	4	3

Question 2 asked respondents to state their reasons for supporting the proposal for the ARP establishment

Out of the 40 consultees who responded in favour of the ARP proposal, 27 stated their reasons; giving positive and constructive comments. Their various reasons are all shown in section 4 below.

Question 3 asked respondents to state their reasons for not supporting the proposal.

Of the 25 responses against the proposal, 20 comments were received from consultees stating their reasons for not supporting the proposal for an ARP. Comments received are as shown in section 4.

Finally, consultees were also given an opportunity to make additional comments on the consultation and the proposals being put forward.

10 comments were received as shown below;

- *Has ample consideration been given to the minimising of disruption to lessons (particularly the noise) during the construction phase?*
- *Government policy for many years has been for special educational needs schools to close and for children to be educated in mainstream schools. The demand for special educational needs places by parents has resulted in new schools being created under the free school's policy. It should be the case that parents have the option of mainstream schools or specialist schools are not forced into either.*
- *Build a separate self-contained, suitable facility for the 10 children elsewhere and INTEGRATE them week by week into LOTS OF SCHOOLS.*
- *Another expert source of provision should be used eventually to help train staff in mainstream schools in best practice for pupils in this category.*
- *I think this provision will be a benefit to the other children in Nelmes as well as serving children in the wider area.*
- *100% approve*
- *Nelmes have been amazing with my children with special needs. One has moved to a special need school and another have just received his EHCP and the school and staff are most helpful!*
- *There are a serious number of children who should have EHC that do not. This is a step in the right direction.*
- *This is a really bad idea. Affected children should be in specialist schools which have the facilities and staff to cope with them.*
- *Hopefully there will be specialist teachers available through the resource that can help additional needs children.*

All the questions, issues and comments given by the consultees against the expansion proposal during the consultation period have been considered and addressed in Section 4.

Section 4: LA's response to Issues, Comments and Questions

The Proposal: The establishment of a maximum of 12 pupils diagnosed with Communication and Interaction Needs at Nelmes Primary School; to be implemented in January 2020, if approved.

- 65 responses were received in respect of the expansion proposal, of this,
- 62% were in favour of the proposal
 - 38% were not in favour of the proposal

Respondents were invited to comment or raise questions for or against the ARP establishment proposal.

Some of the comments received in support of the proposal cited the following reasons:

- *I support this proposal as my child has recently had their statement ceased and believe it would be very beneficial to the school to have the additional resources available and hopefully specialist teachers who understand the additional needs.*
- *Our school has the space to accommodate an extra facility. Our governing body and management team manage the existing school efficiently and to a high standard and are well able to support the ARP as it gets established and develops. Our school has an inclusive ethos and wishes to serve the wider community.*
- *This would provide a valuable option for parents with these special educational needs to provide an education suited to their needs.*
- *There is an increasing demand for alternative places to be offered to SEND children who do not require Special schools but struggle in mainstream education. Nelmes is already an inclusive school but the ARP would enable more children to be able to benefit from the excellent education it has been proven to provide for its pupils.*
- *1. It creates lot more opportunities for less able children 2. Local Children with special needs do not have to travel far to get to a special school out of the borough.*
- *To provide specialist support to children with additional needs is desperately needed within Havering. Nelmes would be a suitable setting for this unit*
- *Good to see a planned approach by the borough supporting young people with additional needs. Planned within a school with an excellent standard of education for children with EHCP and SEN support needs currently.*
- *There is a great need for this type of provision throughout the borough. Nelmes has the space and has proved over many years its ability to support children with this and other types of educational need*
- *Children with EHCP deserve the same opportunity like other children. Additional staff might be required to support the teachers.*
- *There is a real need for additional provision in our area for children who need more specialised provision than main stream schools are able to provide on a full time basis but who would also benefit from being linked to a main stream setting.*

Issues, Comments and questions received against the expansion are as shown in the table below with the local authority's response to the issues/concerns:

Questions & Comments	Local Authority's Response
<p><u>Disruptive effect on mainstream pupils attending Nelmes Primary</u></p> <p><i>No consideration appears to have been given to the children that already attend the school. Their needs must be given priority in order for me to support the ARP.</i></p> <p><i>I am concerned about the impact on current children within Nelmes. Children's class sizes are already too large and with another child added at times will undoubtedly have a negative impact.</i></p> <p><i>Although I understand the need for this sort of setting for some children, I think that the whole idea would be too disruptive for the school and the community. I don't think that Nelmes is the right location to build any additional classrooms or car park entrance.</i></p> <p><i>I feel this will have a negative impact on my children that attend Nelmes primary school. Researching other schools that have already had something similar already in place; the negatives outweigh the positives by a long way.</i></p> <p><i>I have seen the effect of this at other local school and have been disruptive to current pupils.</i></p> <p><i>I feel it will not be a benefit to my child who attends the school.</i></p> <p><i>Concern of effect on the education level of school and too much of a construction disruption for a small group of additional children</i></p> <p><i>I have friends from another local school where this has happened and they have said that existing children have suffered because of</i></p>	<p>Nelmes Primary is an outstanding school with a strong senior leadership team (SLIT) and the local authority has confidence that the staff and Governors will make every effort to ensure that the ethos of the school doesn't change and the features which makes the school outstanding is maintained.</p> <p>The school will have new accommodation built to support the additional pupils in the ARP. Government Legislation on Key Stage 1 class sizes limits the number of infant children in a class to 30 pupils per teacher. The intention of this proposal is to establish a specialist provision for a maximum of 12 pupils diagnosed with Communication and Interaction Needs.</p> <p>The ARP will be a stand-alone, single storey unit comprising of 2 teaching areas, 2 activity group rooms, a sensory room, toilets and a communal area for break times and/or collective teaching and playing for the pupils who will be admitted therein.</p> <p>New specialist staff will be employed to provide appropriate specialist knowledge, expertise and support to meet the needs of these pupils. The wider range of staff recruited as a result will bring with it an opportunity to broaden the level of expertise and specialisms within its staff and will ultimately enhance the teaching and learning delivered at the school for all pupils.</p> <p>Whenever there is a change made to our schools, we make every effort to ensure that the quality of education and the welfare, safety and security of pupils is given the highest priority. We have an excellent track record for managing major building projects at primary schools and we aim to keep disruption to a minimum both for those teaching and learning as well as for anybody who lives close to the school.</p> <p>In many cases, building contractors will run awareness raising sessions for pupils which highlight health and safety issues around building sites and will undertake</p>

it. This is from both parents and teachers of the school in question. Everything is set up for the new children and not for the children currently in the school. Using the school field is also a great loss for our children who use this on a regular basis for PE, Sports and Play. This is one of the key features that make Nelmes stand out above other schools in the area.

Other children's learning will be severely impacted as all of the teacher's / TA / LSA time will be taken up trying to manage these children. Other children will be limited in what they can do in case an activity will cause harm or distress to the affected child. Finally it is confusing for the other children to see the affected children getting away with behaviour which wouldn't be tolerated by them.

School Facilities and Play area

I would not like to see the children's play areas reduced. They are very privileged to have such open green space as not many other local schools do. I would support the proposal if it didn't involve any building on our children's play areas and outdoor space.

Absolutely disgraceful Says a parent of 4, 3 at Nelmes, What, because Nelmes is outstanding, have a fantastic teaching facility, ample lush school grounds, and superb head teacher who has made the school and children the success they are, let's just dig up all their land, build a huge new building, rip up our sports field (largest in havering) to dump 10 to 12 special needs kids??? For now??? For how long? Before it's a success and you expand and dump 50 more and take over and ruin the school and grounds and facilities for the 600 children who've been there for over 50 years??? Use OTHER council land, NOT in our school. Build your OWN facility. I'm absolutely disgusted. Every child deserves opportunity. Nelmes motto is opportunity for all. But that's not ok

supervised tours for children to see the work taking place.

By establishing this ARP, we will be able to ensure that the high quality teaching already being delivered and will further enhance the education offer, the school provides to the community.

Feasibility studies have been carried out and the school has the additional space to accommodate the ARP being proposed under the Government area guidelines for mainstream schools BB103.

The build proposal is for a stand-alone, single storey unit but in proximity to the mainstream setting so that the children can access the facilities of the school. The unit will comprise of 2 teaching areas, 2 activity group rooms, a sensory room, toilets and a communal area should children choose to remain in the unit for lunch, break times and/or for collective teaching / playing.

The external areas will be landscaped to cater for the needs of ASD children, who will be provided with a protected courtyard to play in a peaceful and green atmosphere. Also in the treatment of the external areas, the design follows the rationale that, whereas the pupils might need space and time for their own specific needs, children can access shared play areas and relate with mainstream pupils.

Therefore there will be sufficient facilities and play area to accommodate the needs of all children at the school.

to go destroying our school for another building and playground to the price of ALL 600 other children already IN SCHOOL I have NO DOUBT to the majority voting against this proposal. The council HAVE A LOT TO ANSWER FOR

Do NOT destroy a school that is outstanding, by ripping up superb facilities for hundreds of other children, for 10 or 12. Who could go to facilities elsewhere and go to integrate weekly, at ANY mainstream school in the borough, not just one. It's singling out one school because very clearly Nelmes has most land this selfish council van decide to dig up and build on if they want to. Wonder what I would tell my 4 year old who couldn't do sports day because diggers were tearing up the field to build a building NOT for them. Imagine that....

Traffic

Again increase in traffic as children will be coming from a distance. As it is it is virtually impossible to get out of my own road due to parents parking. They now are even parking within the residents roads. My own children went to the school but we walked!

I do not support this application for many reasons. The area is already of high traffic volume which often struggles to cope with the current capacity. An RTC was just outside the school today due to high traffic demand. The school has a beautiful setting with vast grounds and I feel that additional building will make it lose its appeal. The SEND children that will attend may have a disruptive effect on the mainstream pupils Parents pay a high property price and council tax band to send their children to this excellent school. My concern would be that it would widen the catchment making it harder for local residents to gain a place.

Congestion around schools is a national concern. Transport specialists mostly look to changing behaviour as the way to reduce congestion. The school travel plan can explore and promote a number of strategies to raise awareness and a sense of responsibility about congestion.

The unit will be served by a new and independent roadside access and a bay for at least 5 cars will be made available for staff and visitors, in order not to aggravate the existing school's access and parking issues. All school users will be encouraged to travel to the school via safe and sustainable forms of transport.

The proposal will also be subject to further planning consultation and the school's travel plan would be updated in line with the ARP establishment.

The ARP is being established to help meet the growing number of Havering pupils with SEND and specifically Communication and Interaction Needs which includes Autistic Spectrum Disorder (ASD) and Speech, Language & Communication needs (SLCN). Admissions into the ARP follow a different procedure from that operating for the rest of the school. Admissions into the ARP will be through the Havering SEN panel process. The admission arrangements of the school are compliant with the School Admissions Code; therefore the ARP establishment will not impact pupils

<p>being admitted in the mainstream setting.</p>	<p>Neimes Primary is an outstanding school. The ARP will allow the head teacher and to continue to maintain the strong ethos, values, standards and quality of education currently in the school The school supports the proposal and does not feel that the ARP establishment would have a detrimental effect on standards.</p> <p>There is a strong senior leadership team (SLT) and the local authority has confidence that the staff and Governors will make every effort to ensure that the ethos of the school doesn't change</p> <p>There will be an increase in the number of staff employed by the school to provide appropriate specialist knowledge; expertise and support to cover and meet the needs of pupils admitted in the ARP.</p> <p>Neimes Primary is an outstanding school and the establishment of the ARP will build on the outstanding education already being delivered at the school and will further enhance the education offer, the school provides to the community.</p> <p>The ARP will meet the needs of pupils with an education health care plan of Communication and Interaction Needs, whose needs are not severe enough to require a place at a special school but who will require spending significant proportions of their time in the ARP. The proposed ARP will enable these pupils to have their additional needs met while accessing education at a mainstream primary school through a flexible approach tailored and adapted to their needs.</p>
<p><u>School Standard & Performance</u></p> <p><i>it will create a lot of burden and stress for the children at Neimes, and as a result, affect the their performance.</i></p> <p><i>It will create a lot of burden for the existing teachers at Neimes; hence they will not be able to focus on bringing the best out of the children in Neimes, which can lead to a fall in school result performance.</i></p>	<p><u>An alternative provision for SEND pupils other than at Neimes</u></p> <p><i>I don't support the proposal as there are children attending Neimes who should be at a special needs school. If this were to change I feel the school would be able to cope better and I would change my mind.</i></p> <p><i>I think the school needs to focus on providing the children currently in school with extra-curricular activities and wider opportunities that are not necessarily based on academic achievements. There are very few opportunities for KS1 children and I think the school need to focus on these areas before venturing in to other areas.</i></p> <p><i>I'm concerned there is already enough pressure on the school to look after the special needs they already have.</i></p>

Funding

Not enough funding.

The local authority will commission 12 places at £6k each per annum. The school retains its Age Weighted Pupil Unit funding for pupils on roll at the ARP at the autumn term census which is topped up to £4,000 by the local authority. For places that are not filled, £4,000 is allocated in addition to the £6,000 in cases where it is likely that the place will be filled during the year. An additional £6,000 per place is allocated by the local authority to provide predictability and stability for the school in meeting the costs of the ARP.

This funding is additional to other SEN funding allocated to the school and is specifically for the purpose of supporting pupils placed at the ARP as this is their primary source of funding and will enable the school to operate a staffing model that will ensure it has the necessary funding to employ specialist staff so that it can meet the needs of pupils admitted.

Section 5: Conclusion and Next steps

The Council's High Needs Strategy 2017-22, sets out ambitious and realistic objectives to ensure Havering's provision is the first choice for children and young people with high needs and their families.

The Strategy also recognises that children with social, emotional and mental health difficulties (SEMH), alongside those with autistic spectrum disorders (ASD) are increasing in numbers and will require specialist intervention supported in a specialist resourced provision

In summary, on considering the balance of the factors and issues expressed by all parties, it is recommended to proceed to the publication of statutory notices on the proposal to establish an additional resource provision at Nelmes Primary School to help meet the growing number of pupils with SEND.

Thank you to all parents, staff, residents and families who have responded and taken time to submit the feedback questionnaires.

Work will continue with all stakeholders and the school up to and beyond the expansion programme to address all concerns and issues that groups or individuals may have raised as part of this process.

Section 6: Survey Demographics

As part of our approach in ensuring a best assessment of the impact of our proposed activity and that we hearing from a wide cross-section of our stakeholders, the consultation questionnaire included additional questions to capture this information.

The data result is represented as below;

Race & Ethnicity

89% of the total respondents provided personal ethnicity data. The largest group was White British (84%). This was followed by Asian /Asian British (10%), while (6%) were Black /Black British.

Language

Of the total responses received, 80% of these indicated as having English as their first language while 20% responded that they had another language other than English as their first.

Age

Of the total respondents surveyed, 85% provided Age data. The majority (51%) of participants were aged 35-44 while; those aged 45 to 54 accounted for (20%), (16%) were aged between 25 and 34, (7%) were 55-64 and over 65 for (6%).

Gender

89% of survey participants, who responded, provided gender data. 67% of these were female compared to 19% who were male. 14% preferred not to state their gender.

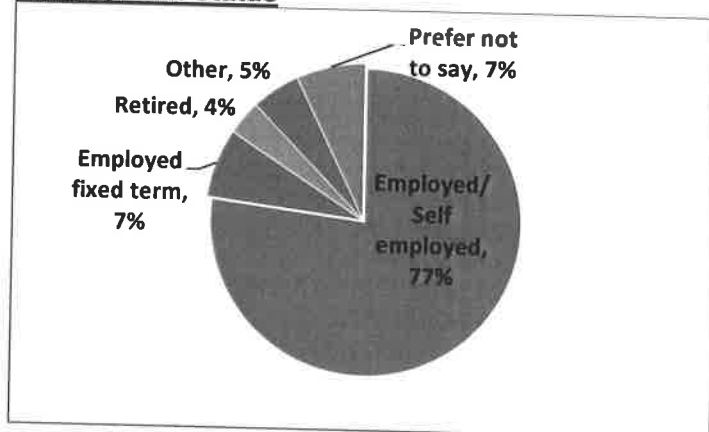
Disability

Of the surveyed respondents, 5% considered themselves to have a disability, impairment or health condition.

Pregnancy

4% of the survey participants were pregnant or indicated that they have given birth in the last 26 weeks.

Employment Status



Faith, Religion or Belief

A breakdown of this data showed that 26% of respondents had no religion or belief, just over half (52%) stated they were Christians, 2% of the total were Muslims, 2% were of Hindu religion, 2% indicated were Sikhs while 16% of the surveyed participants preferred not to answer this question.

1.2 Relationship status

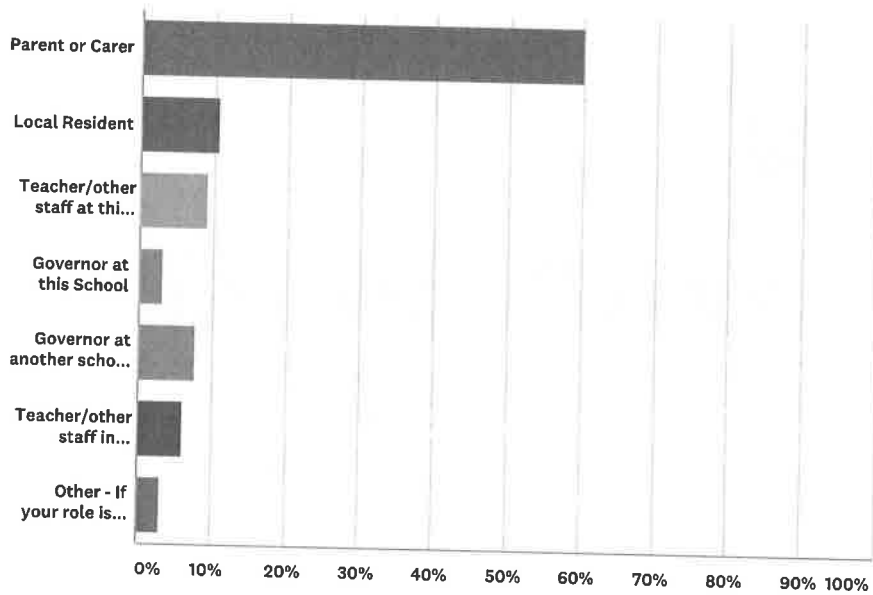
Majority of respondents (75%) who answered this question stated that they were in a marital relationship, 9% responded that they were single, 9% are co-habiting and 7% preferred not to say.

Appendix 1: Consultation Stakeholder List

Consultees
The governing body of Nelmes Primary School
Parents/carers of pupils at Nelmes Primary.
Teachers and other staff at Nelmes Primary
The governing bodies of all maintained schools in the borough
Teachers and staff of all maintained primary, secondary, special schools and academies in the Borough.
Families of pupils in all maintained primary, secondary, special schools and academies in the Borough.
Early Years Providers in the borough
Voluntary organisations and Community groups who work with children with SEND
Trade unions who represent staff at Nelmes Primary and representatives of any trade union of any other staff at schools who may be affected by the proposal.
All Havering Councillors
MPs whose constituencies include the schools that are the subject of the proposal or whose constituents are likely to be affected by the proposals. <ul style="list-style-type: none"> • Julia Lopez • Andrew Rosindell • Jon Cruddas
Dioceses of Brentwood and Chelmsford <ul style="list-style-type: none"> • Chelmsford: Tim Elbourne, Director of Education • Brentwood: Moira Bishop, Assistant Director of Education
Neighbouring local authorities where there may be significant cross-border movement of pupils. <ul style="list-style-type: none"> • London Borough of Barking and Dagenham • Essex County Council • Thurrock • London Borough of Redbridge

Q1 Please tick which best describes your role?

Answered: 65 Skipped: 0



ANSWER CHOICES

Parent or Carer

RESPONSES

60.00% 39

Local Resident

10.77% 7

Teacher/other staff at this School

9.23% 6

Governor at this School

3.08% 2

Governor at another school in the area

7.69% 5

Teacher/other staff in another school

6.15% 4

Other - If your role is not listed above, please complete below

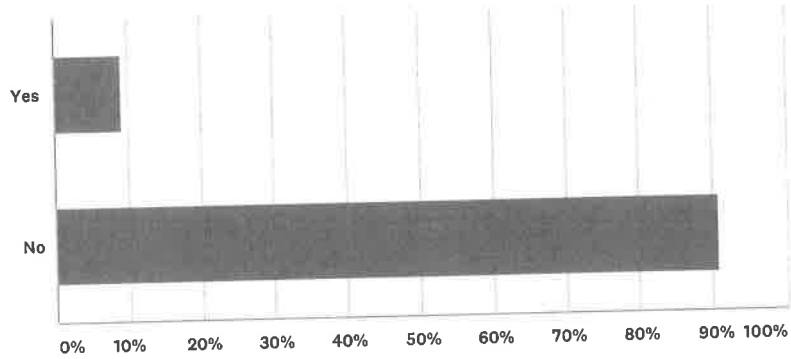
3.08% 2

TOTAL

65

Q2 Do you have a child or young person with a Statement or an Education Health and Care plan (EHCP)?

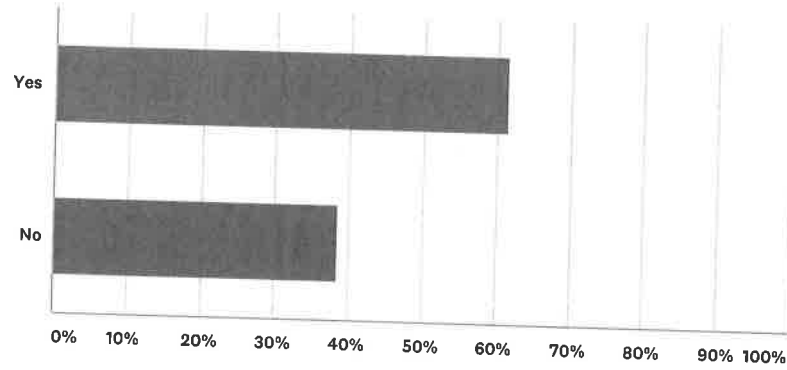
Answered: 65 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	9.23%	6
No	90.77%	59
TOTAL		65

Q3 Do you support the proposal to create an additional resource provision at Nelmes Primary school?

Answered: 65 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	61.54%	40
No	38.46%	25
TOTAL		65

Q4 I support the proposal for the following reasons;

Answered: 27 Skipped: 38

Q5 I do not support the proposal for the following reasons;

Answered: 20 Skipped: 45

Q6 Do you have any other comments?

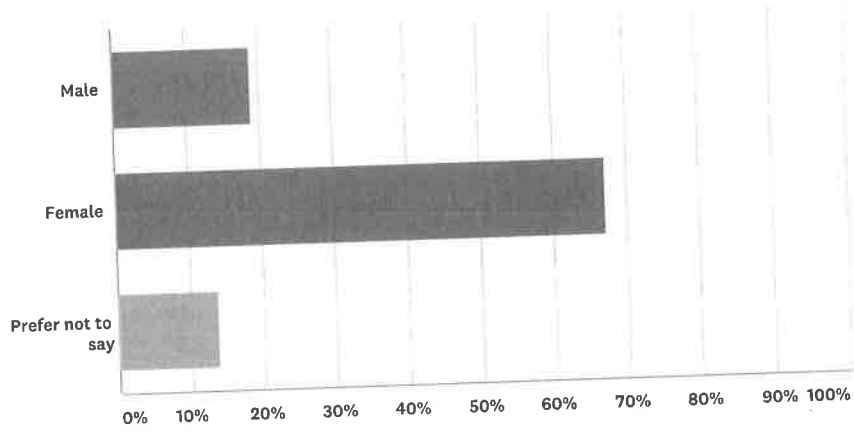
Answered: 12 Skipped: 53

Q7 What is your postcode?

Answered: 50 Skipped: 15

Q8 Are you male or female?

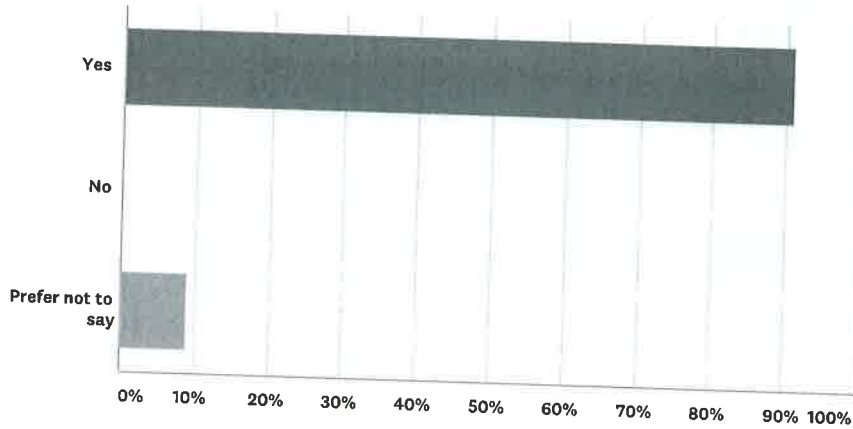
Answered: 58 Skipped: 7



ANSWER CHOICES	RESPONSES	
Male	18.97%	11
Female	67.24%	39
Prefer not to say	13.79%	8
TOTAL		58

Q9 Gender Identity: Is your gender identity the same as the gender you were assigned at birth?

Answered: 56 Skipped: 9



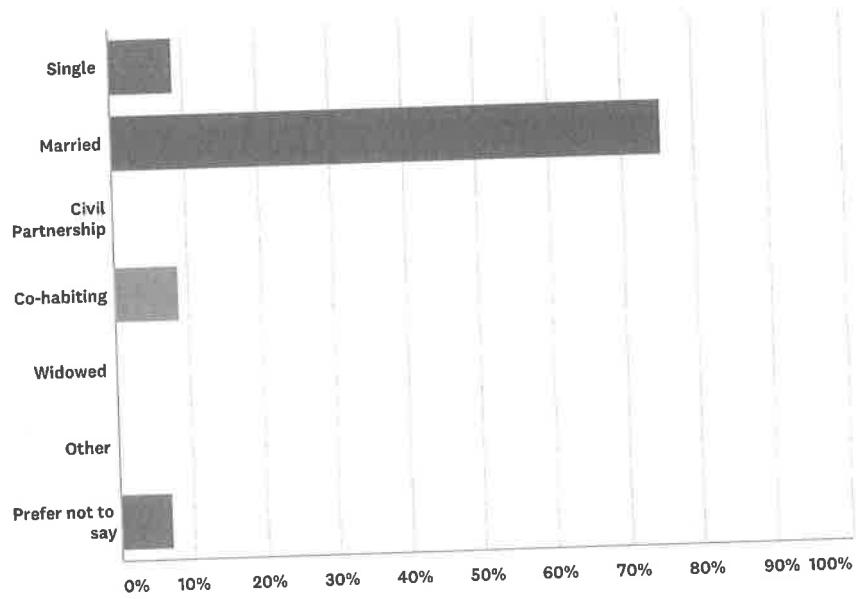
ANSWER CHOICES

RESPONSES

Yes	91.07%	51
No	0.00%	0
Prefer not to say	8.93%	5
TOTAL		56

Q10 Relationship Status

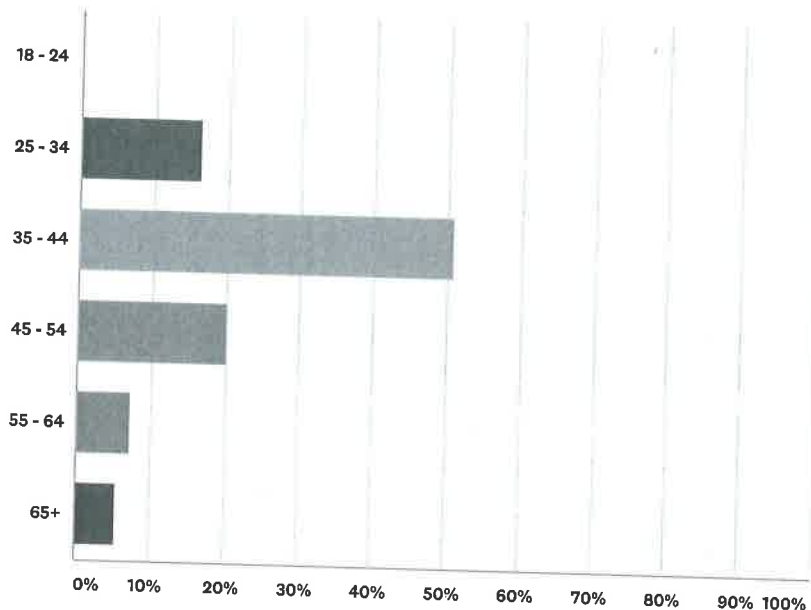
Answered: 57 Skipped: 8



ANSWER CHOICES	RESPONSES	
Single	8.77%	5
Married	75.44%	43
Civil Partnership	0.00%	0
Co-habiting	8.77%	5
Widowed	0.00%	0
Other	0.00%	0
Prefer not to say	7.02%	4
TOTAL		57

Q11 What is your age

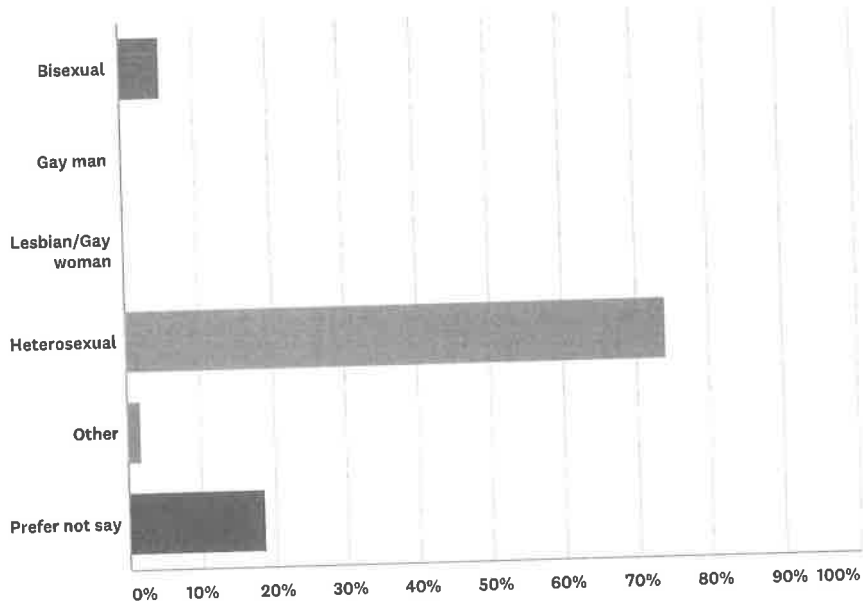
Answered: 55 Skipped: 10



ANSWER CHOICES	RESPONSES	
18 - 24	0.00%	0
25 - 34	16.36%	9
35 - 44	50.91%	28
45 - 54	20.00%	11
55 - 64	7.27%	4
65+	5.45%	3
TOTAL		55

Q12 Sexual Orientation

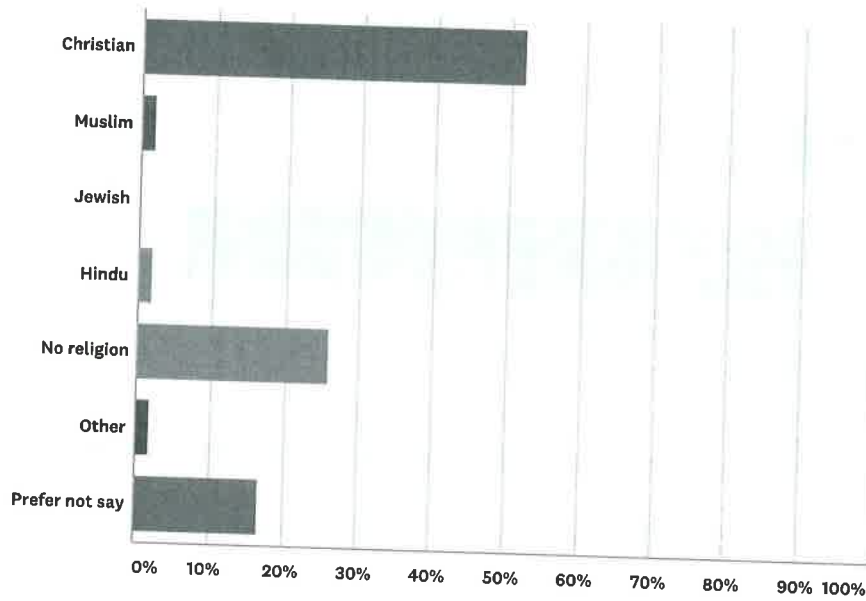
Answered: 54 Skipped: 11



ANSWER CHOICES	RESPONSES	
Bisexual	5.56%	3
Gay man	0.00%	0
Lesbian/Gay woman	0.00%	0
Heterosexual	74.07%	40
Other	1.85%	1
Prefer not say	18.52%	10
TOTAL		54

Q13 Faith, Religion or Belief

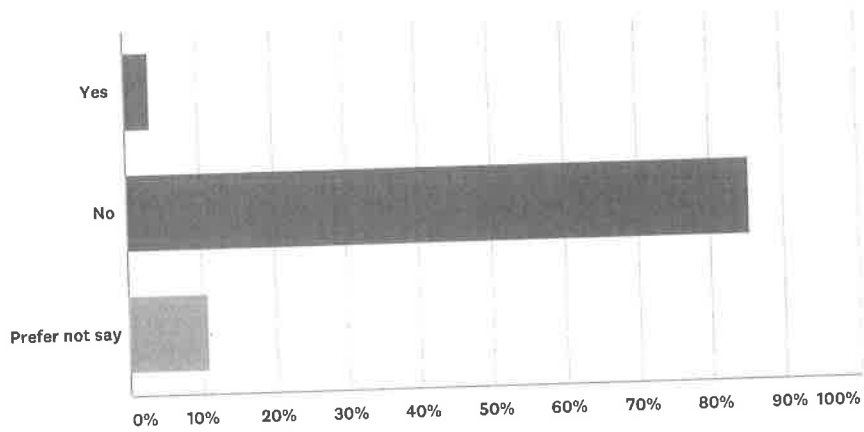
Answered: 54 Skipped: 11



ANSWER CHOICES	RESPONSES	
Christian	51.85%	28
Muslim	1.85%	1
Jewish	0.00%	0
Hindu	1.85%	1
No religion	25.93%	14
Other	1.85%	1
Prefer not say	16.67%	9
TOTAL		54

Q14 Pregnancy - Are you pregnant or have you given birth in the last 26 weeks?

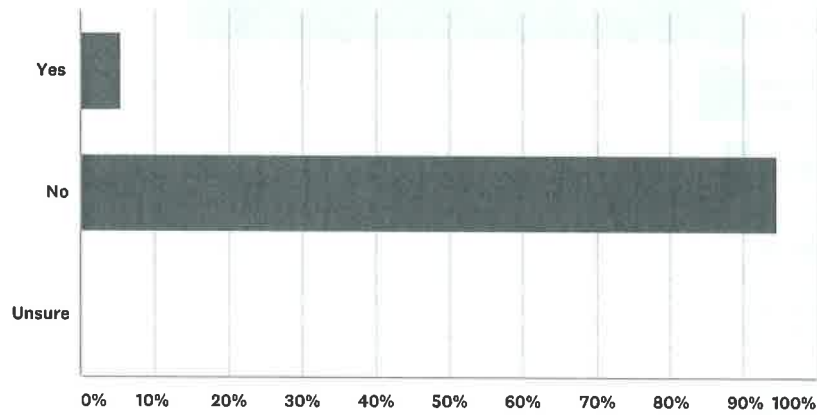
Answered: 55 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	3.64%	2
No	85.45%	47
Prefer not say	10.91%	6
TOTAL		55

Q15 Do you consider yourself to have a disability, impairment or health condition?

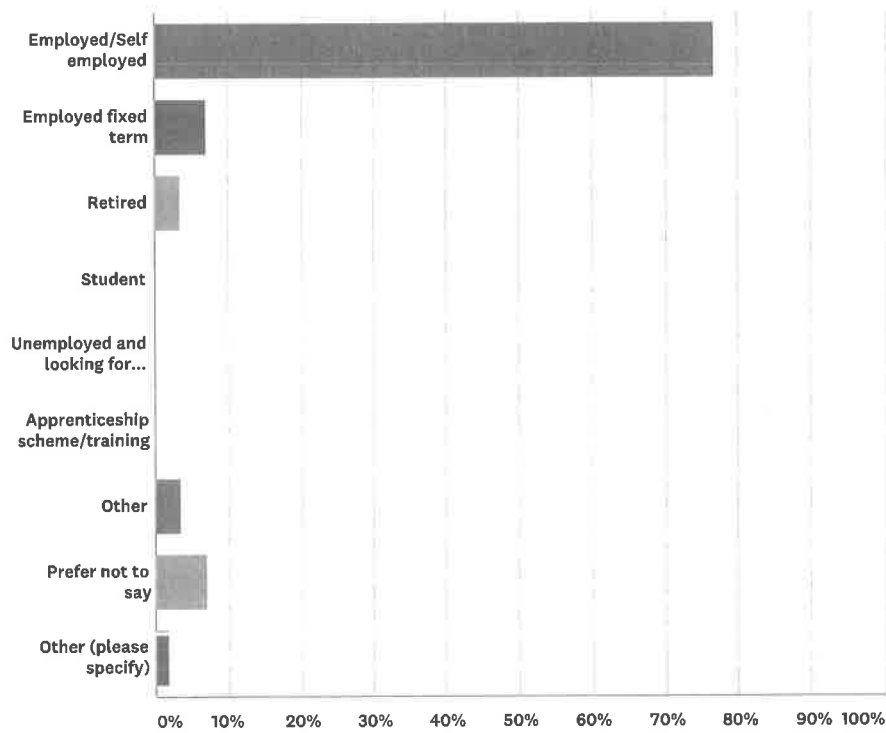
Answered: 55 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	5.45%	3
No	94.55%	52
Unsure	0.00%	0
TOTAL		55

Q16 Employment Status

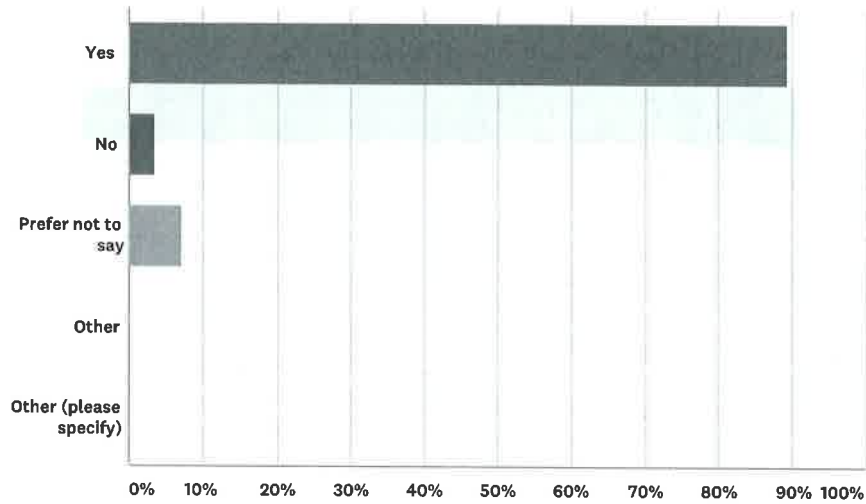
Answered: 56 Skipped: 9



ANSWER CHOICES	RESPONSES	
Employed/Self employed	76.79%	43
Employed fixed term	7.14%	4
Retired	3.57%	2
Student	0.00%	0
Unemployed and looking for work	0.00%	0
Apprenticeship scheme/training	0.00%	0
Other	3.57%	2
Prefer not to say	7.14%	4
Other (please specify)	1.79%	1
TOTAL		56

Q17 Citizenship and Nationality; Are you a British / United Kingdom citizen or national?

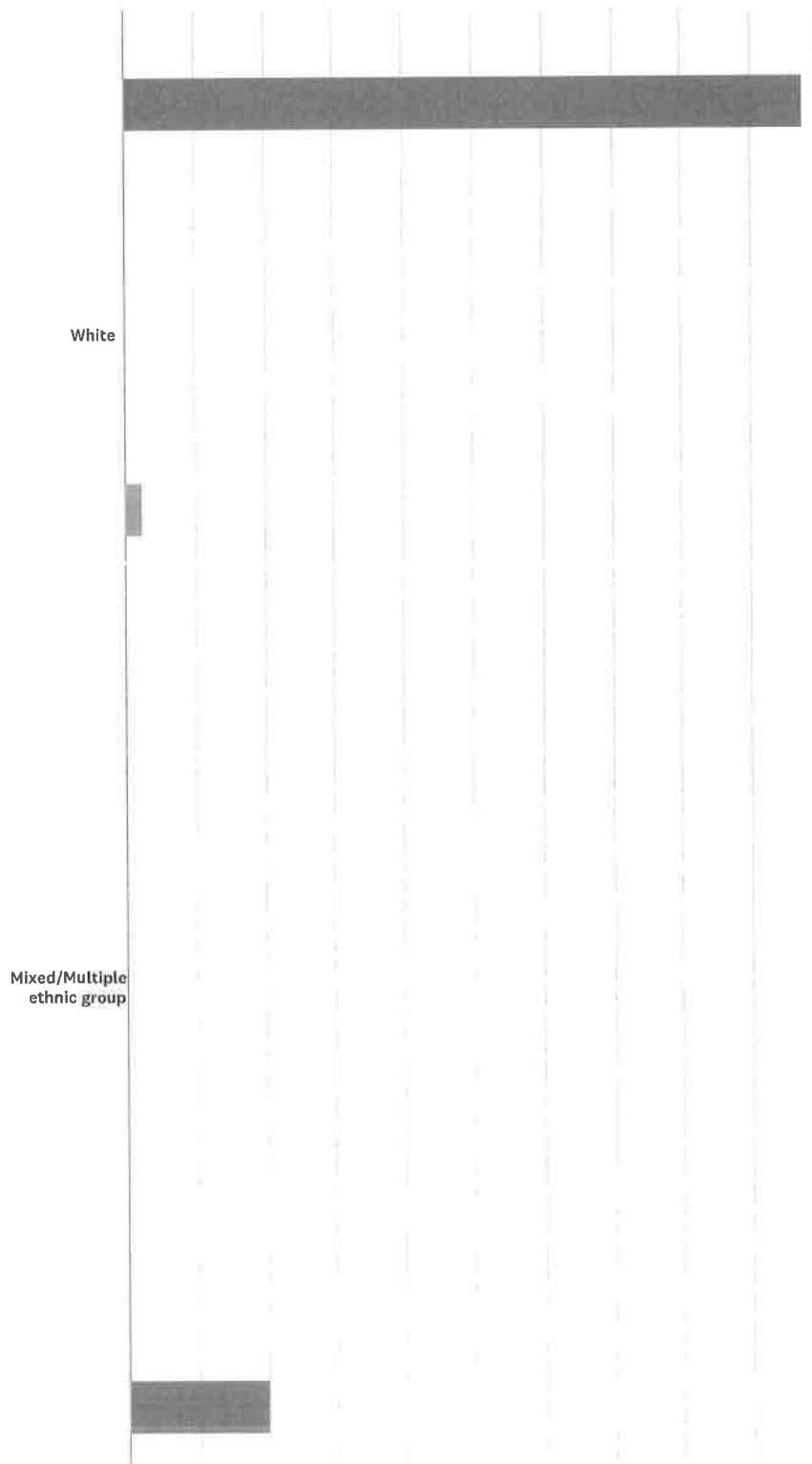
Answered: 56 Skipped: 9



ANSWER CHOICES	RESPONSES	
Yes	89.29%	50
No	3.57%	2
Prefer not to say	7.14%	4
Other	0.00%	0
Other (please specify)	0.00%	0
TOTAL		56

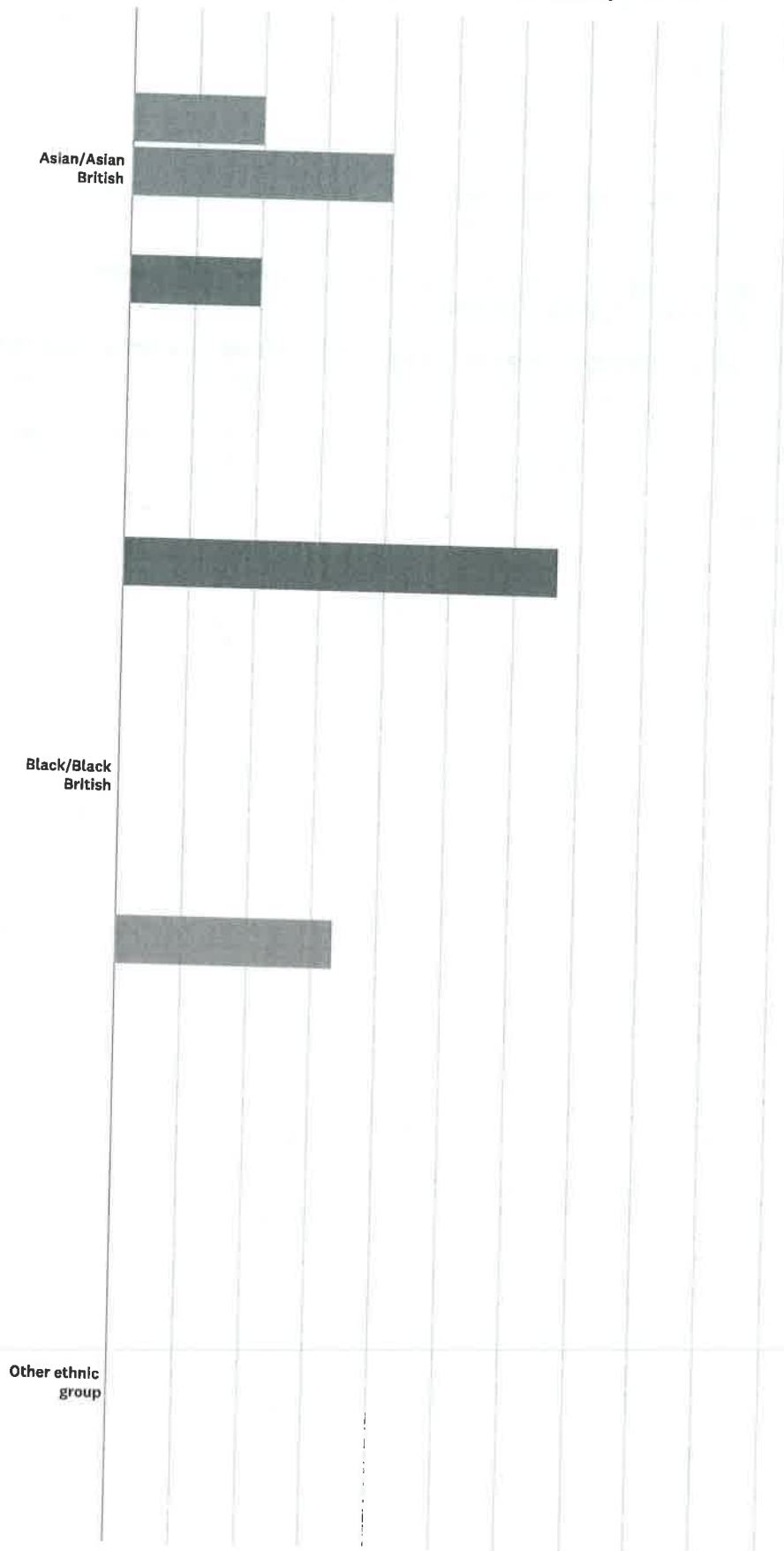
Q18 Race & Ethnicity Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong

Answered: 49 Skipped: 16



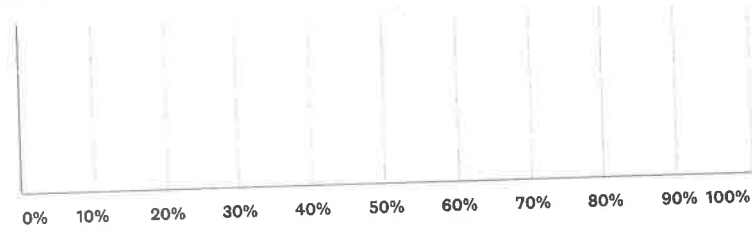
Establishment of an Additional Resource Provision (ARP) at Nelmes Primary School

SurveyMonkey



Establishment of an Additional Resource Provision (ARP) at Nelmes Primary School

SurveyMonkey



British
 Irish
 European
 Chinese
 Indian
 Bangladeshi
 Pakistani
 African
 Caribbean

	BRITISH	IRISH	EUROPEAN	CHINESE	INDIAN	BANGLADESHI	PAKISTANI	AFRICAN	CARIBBEAN	TC
White	97.56% 40	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	2.44% 1	0.00% 0	
Mixed/Multiple ethnic group	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	
Asian/Asian British	20.00% 1	0.00% 0	0.00% 0	20.00% 1	40.00% 2	0.00% 0	20.00% 1	0.00% 0	0.00% 0	
Black/Black British	66.67% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	33.33% 1	0.00% 0	
Other ethnic group	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	