

## **2019/20 Phase 5 Programme of Primary School Expansions**

### **Expansion of the Additional Resource Provision at Clockhouse Primary School**

#### **CONSULTATION FEEDBACK REPORT December 2020**

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## **Section 1: Introduction and Executive Summary**

The Council's High Needs Strategy 2017-22, set 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. One of the key changes proposed in the Council's High Needs Strategy is the delivery of an ongoing programme to create more Additional Resourced Provisions (ARPs) in mainstream settings.

Taking this forward, in September 2016, a 12 place additional resource provision was established at Clockhouse primary school. This Clockhouse ARP has helped address the gap in provision for pupils with ASD whilst also building parental confidence in the system.

However, our SEND projections shows that that the number of primary school pupils with an Education Health Care Plan (EHCP) of communication and interaction needs will increase from 308 in 2019/20 to 433 in 2022/23, with the majority of this increase expected to be pupils with ASD.

Therefore, a proposal was put forward to further expand the existing specialist provision at Clockhouse Primary School from 12 to 20 places to help meet the growing demand and also continue meeting the needs of pupils with an EHCP of Communication and Interaction Needs.

Key stakeholders, particularly parents/carers of pupils and staff of Clockhouse Primary school, school governing bodies and other schools within the borough were consulted to gather their views regarding the proposal.

The purpose of this report is to present a summary of the responses received from the online survey questionnaire during the consultation period.

## **Section 2: Consultation Process**

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.

The consultation process covered by this report ran from 2 November to 30 November 2020. The consultation document together with the online survey link was sent electronically to all parents/carers, governors, teachers and support staff of Clockhouse 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.

This consultation feedback report will form part of the report that will consider whether or not a decision is taken to implement the expansion proposal.

If the decision is taken to proceed, the expansion will be implemented in April 2022.

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

Respondent category	Total
A Parent of a pupil at Clockhouse Primary School	10
Teacher/other staff at Clockhouse Primary School	2
Governor at Clockhouse Primary School	1
Local resident	3
Teacher/other staff in another school	2

4 of the respondents stated that they have a child or young person with an EHCP.

**Question 1 asked respondents to state whether or not they support the proposal to expand the ARP at Clockhouse Primary.**

**Of the 18 responses received, 16 were in favour of the expansion of the ARP while 2 respondents were against it.**

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

Respondent category	Total	Responses in support	Responses against
A Parent of a pupil at Clockhouse Primary School	10	9	1
Teacher/other staff at Clockhouse Primary School	2	2	0
Governor at Clockhouse Primary School	1	1	
Local resident	3	2	1
Teacher/other staff in another school	2	2	0

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

Out of the 16 consultees who responded in favour of the ARP expansion proposal, 15 stated their reasons; giving positive and constructive comments. Their various reasons are all shown below.

- “The ARP has proved to be a valuable asset to children and their families. As a supporter of these families it has been lovely to see families relieved when their child begins to blossom within the setting and accepted for who they are. Many of the children have come from other schools where the setting has not suited their needs and therefore behaviour becomes more challenging which is negative for both child, staff and school. The children are given opportunities to reach their full potential, the staff are focused on giving the children space to be understood, grow and develop where perhaps this would be difficult in a main stream setting”.*

- *They are attached to a main stream class (and are known to the children within that class) and the view is always to get them integrated into a main stream class full time."*
- *At a time when a lot of provisions have been cut it would be good to give the children with additional needs extra support.*
- *The ARP was one of the main reasons I chose Clockhouse primary. My son requires additional support with his speech and language and my daughter who will hopefully be attending Clockhouse next year is on the autism spectrum and would highly benefit the additional resourced provision.*
- *I think it will be good for the school*
- *Extending the age range and capacity of the ARP will support the needs of our community. Clockhouse has an excellent track record of supporting very vulnerable children.*
- *The school provide a great service and they have helped my son a lot in the ARP and it would be great for them to be able to help a lot more children.*
- *"It allows children that perhaps have not had a positive school experience or had the support they have to be in a supportive environment with the view of integration into mainstream when appropriate.*
- *It supports children who have been excluded from previous settings to have a second chance at being in school and developing those key trusting relationships with adults and children."*
- *We are in need of extra provision for our most vulnerable pupils and as a Local Authority we are spending an enormous amount of money sending these pupils to provisions outside of the borough that may not be meeting the needs of the child.*
- *1 of my children often use this facility if it's needed and it's an amazing part of the school that makes them feel accepted and part of the school.*
- *Because every child should access to an education.*
- *"I support this, as they definitely need to have cleaning and toilet facilities! This is a must for those with learning difficulties.*
- *It will be good to have more space, different learning areas, relaxing and calming areas, also offices for staff meetings and parents evenings also. It's good to know that Havering are realising how important it is for more ARPS to be built. Involving parents as well as teachers who live and work with these beautiful children is a very important part of your decision and design. I am all for this expansion as long as done right and parents and teachers have involvement. Thank you"*
- *It is for the good of the children.*
- *This is such a good school that can offer the children do much more if they had more resources, space to accommodate children*
- *Every child should have the best start in life.*
- *We need more places*

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

Of the 2 responses against the proposal, 1 comment was received. The LA's comment to this is shown below;

<b>Comment</b>	<b>Local Authority's Response</b>
<i>There aren't enough resources in the rest of the school to support the children there. As always the underachieving children receive all the resources and those with the potential to excel are ignored.</i>	ARPs in Havering are separately and additionally funded. For each place in the ARP Clockhouse Primary school receives £16,667. This is made up of £10,000 'place funding' and £6,667 (2020/21 rate) 'top-up funding'. This would result in a total increase in funding for the school of £133,336 (2020/21 rates). Also, 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. Therefore this will not impact on the school's resources in the school or any detrimental effect on other children at the school

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

3 comments were received as shown below;

- It would be nice to see some relationship building with a child within their attached classroom*
- I really hope it gets the approval as it will be so beneficial to the pupils who need that additional support and will allow parents of special needs children to be able to keep their children in a mainstream school with their siblings.*
- Please involve the teachers who work with the children in the ARP, and parents who live and know more about their kids needs than anyone. Thank you*

## **Section 4: Conclusion and Next steps**

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.

The High Needs 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 will be recommended that the expansion to create 8 additional places is approved 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 any further concerns and issues that groups or individuals may have as part of this process.

## Appendix 1: Consultation Stakeholder List

Consultees
The governing body of Clockhouse Primary School
Parents/carers of pupils at Clockhouse Primary School.
Teachers and other staff at Clockhouse Primary School
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.
Early Years Providers in the in Havering Park, Mawney and Pettits wards
Voluntary organisations and Community groups who work with children with SEND
Trade unions who represent staff at Clockhouse 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"> <li>• Julia Lopez</li> <li>• Andrew Rosindell</li> <li>• Jon Cruddas</li> </ul>
Dioceses of Brentwood and Chelmsford <ul style="list-style-type: none"> <li>• Chelmsford: Tim Elbourne, Director of Education</li> <li>• Brentwood: Assistant Director of Education</li> </ul>
Neighbouring local authorities where there may be significant cross-border movement of pupils. <ul style="list-style-type: none"> <li>• London Borough of Barking and Dagenham</li> <li>• Essex County Council</li> <li>• Thurrock</li> <li>• London Borough of Redbridge</li> </ul>