

# **Proposal to establish an Additionally Resourced Provision (ARP) at Harris Academy Rainham**

**CONSULTATION FEEDBACK REPORT**  
**March 2021**

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## **Section 1: Executive Summary**

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. Their key to achieving this is to create more additionally resourced provisions (ARPs) in mainstream settings to help support the increasing numbers of SEND children who require this specialist intervention.

Harris Academy Rainham supports this vision and 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 Autistic Spectrum Disorder (ASD) in the school.

The proposal will support the academy's aspiration of creating an educational campus that will include the existing 11-16 school serving 180 pupils per year group and an additionally resourced provision. If the ARP is implemented, it will create a further opportunity to continue with the progress the school is making with SEND pupils, strengthen the existing approach used in identifying pupils' needs and more training for staff working with pupils with learning needs.

In order for ARP to be implemented at the school, Harris Academy is required to undertake a fair and open local consultation with all those who could be affected by the proposal and take into account all responses and any issues raised during the process.

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

## **Section 2: Consultation Process**

The consultation process covered by this report ran from 1 March to 29 March 2021. The objective was to inform and gather views regarding the proposal from key stakeholders, particularly parents/carers of pupils, school staff, governing bodies and other schools within the borough.

An electronic copy information booklet about the consultation proposal, process and a feedback questionnaire were circulated to as many stakeholders as possible including all the borough schools, special schools, ward members, MPs, Church Diocesan representatives, all early years provision, community groups, unions and professional associations; all were encouraged to respond online via the Havering consultation hub or sending an email to the school on any specific questions on the proposal. *Appendix A* contains a list of the stakeholders who received electronic copies of the consultation document.

A public notice of the consultation exercise together with the consultation document was also posted on the Harris Academy website throughout the consultation period. A hard copy of the document was available on request for those who did not have access to a computer.

## **Section 3: Consultation Response**

This section of the report details the responses received via all the consultation response channels. The feedback questionnaire provided an opportunity for consultees to respond to specific questions regarding the proposal as well as allowing for general comments.

In total, **41** responses were received via the online survey questionnaire. The categories of the respondents according to the role they defined on the questionnaire are shown below;

- **18** Parents of pupils at Harris Academy
- **5** Teacher/Other staff of Harris Academy
- **3** Parents of pupils at another school
- **4** Teachers/Other staff at another school
- **3** Governors at another school
- **6** Local Residents
- **2** who identified as ‘Other’

**20% of the respondents stated that they have a child or young person with an Education Health Plan.**

**Question 1 asked respondents to state whether or not they are in support the proposal to establish an additional resource provision at Harris Academy Rainham**

Of the 41 responses received, 40 were in favour, while 1 respondent was against the proposal. This represents 98% and 2% respectively for and against the proposal.

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

Respondent	Count of response	Count of response in Support	Count of response against
Parents of pupils at Harris Academy	18	18	
Teacher/Other staff of Harris Academy	5	4	1
Parents of pupils at another school	3	3	
Teachers/Other staff at another school	4	4	
Governors at another school	3	3	
Local Resident	6	6	
Other	2	2	

**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 proposal, 34 stated their reasons; giving positive and constructive comments. Their various reasons are all shown below;

*It is important that children with ASD are appropriately supported in line with their needs and even more so where special schools have shortages of spaces*

*There is a great need of more ARP for EHC children across the borough so we can meet the needs of the children and their families more efficiently. A separate area for autistic children also means less disruption happening in the traditional classrooms where there is a strict expectation of behaviour, which is difficult for an autistic child to follow. The ARP at Harris Academy Rainham will make the school even more inclusive and better prepared to receive all children. The ARP will greatly support the staff working with autistic children and lead to more job satisfaction and less staff turnover. Lastly, a better equipped area to encourage and support the autistic children’s development will also ensure their own safety and safety of staff.*

<i>The Academy is working very hard to support all students. As a teacher, I believe that the initiative will be beneficial for SEN students which are struggling in a mainstream classroom.</i>
<i>There is at the moment a gap between students with very pronounced learning needs and in order to be fully inclusive and supportive of these pupils we have to find creative ways to address this gap. The ARP would be one way of doing this.</i>
<i>Inclusion is important, for students as well as for other students to understand for the future and be considerate of others feelings and needs.</i>
<i>This provision will provide a much needed resource for children and young people with ASD. Currently there is no provision in the immediate area and very little in Havering as a whole. It will allow these children and young people access to the high quality education they deserve.</i>
<i>I work with children and young people with autism. I think being able to integrate with mainstream is really important for life skills.</i>
<i>Schools need to adapt in order to provide support where needed - this will allow the school to better assist those pupils.</i>
<i>Because I don't think there is currently enough support for children with autism in general</i>
<i>Brilliant opportunity for students with ASD in the local area to be able to transition to a local setting alongside peers already familiar to them from local mainstream schools, rather than travelling to other areas of the borough for secondary education. This will potentially improve transition for local students, given some amount of familiarity, and also allow for further development of independence if LA transport is not required.</i>
<i>Much needed provision for children with ASD.</i>
<i>I work with children with ASD and know that finding places for them when going into secondary can be very challenging and limited places causes a greater problem. Obviously looking into each case individually and making sure that they are able to access this type of curriculum bases education is vital. I know many parents who think that their ASD child is capable to cope with secondary school instead of choosing a SEND school, but don't necessarily do this for the good of the child.</i>
<i>There is quite a few children with special needs at Harris Academy They are very good with these children and need all the help they can get.</i>
<i>I support the proposal as I believe my child may have need for it, and it sounds like a great opportunity to support other families with similar needs.</i>
<i>I believe that this will support inclusion of young people with autism in a school where parents can feel confident that the focus of the leadership is on excellent outcomes for all. These young people need a specialist approach but will also feel part of mainstream school-and typically developing young people will have the opportunity to be part of a more inclusive community.</i>
<i>There are a number of children within the Rainham area that would benefit from this resource and at present these children have to travel to Hall Mead in Upminster or one of the special schools.</i>
<i>I strongly believe that children with ASD should be given an equal opportunity to study and develop their unique talents. Many of those kids are talented musicians or artists, mathematicians or poets. Developing their skills within a regular public school along with the others will give them the foundation to their independency- communication skills, making friends etc. The school slogan Belong. Believe. Became. Will materialise with this project and will give a chance to the kids and their parents.</i>
<i>Much needed places for secondary ASD pupils in Havering.</i>
<i>It will help all the children that need the extra help like my son</i>
<i>The number of Autistic children is to High compared with the spaces available. This kids need specialist support and resources Which can't be Find in a mainstream class but they also need to be around their mainstream peers sometimes which are their role models. The mainstream kids can Benefit from this as well and can Learn more about inclusion.</i>

<i>I have one child currently in year 7 in hall meads ARP, another child with an EHCP in year 5 who will need an ARP placement but always from her brother as they fight so this is ideal as I live opposite the school</i>
<i>There are insufficient places for ASD children who cannot cope with a mainstream setting and therefore need additional and targeted support in a place that fulfils there needs and makes them feel safe. A place where they have a chance to thrive.</i>
<i>My nephew and niece have a EHCP and would benefit greatly as they are too few placements currently</i>
<i>We need more ARP resources in the Borough for children with learning disabilities where they cannot be fully supported in a mainstream school and they are not high-functioning to attend a setting such as Corbets Tey School.</i>
<i>This will be a valued provision for young people that would benefit from the support this could offer</i>
<i>I think the schools with the additional units are a brilliant idea. If it turns out they don't need the support they could swap over to mainstream. It is difficult enough choosing a suitable placement for a child with additional needs. Shame most have to fight for a place and the support in the first place.</i>
<i>Any support for students with ASD can only be a positive step. Having a child with ASD, I know only too well the struggles they have to contend with on a day to day basis. Having this provision in a mainstream setting can go a long way to make a young person with ASD have the confidence to go on to achieve anything they wish.</i>
<i>There needs to be more ARP' s in secondary schools throughout the borough</i>
<i>It's clearly needed and so important. Children deserve education no matter their need or differences, it's a fantastic idea</i>
<i>I think this would be a great opportunity for the school and for those who have additional needs so that they can attend a main stream school, there are many pupils with additional needs who can succeed throughout a mainstream education placement. The school is dedicated to all its pupils and I have no doubt that it will be amazing should this new chapter begin.</i>
<i>We need additional resources in our area</i>
<i>All children especially with SEN needs should be able to access learning in any education setting. I agree for this proposal and I think it will always be a positive step forward</i>
<i>I have two separate friends from my church whom both have autistic children! Both of the children are in a position to benefit. And I sincerely believe we should do all that we can as a community to make this happen.</i>
<i>I appreciate the idea to have a dedicated ARP set up</i>

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

The respondent who was against the proposal gave reasons against the planned proposal as shown below;

<b>I do not support the proposal for the establishment of the ARP for the following reason(s)</b>	
<b>Comments/Issues</b>	<b>Harris Academy Response</b>
<p><i>If the ARP is linked to the main school's SEN dept. then I do not support its establishment.</i></p> <p><i>If it is a separate entity then that is a different matter. SEN provision at the school currently needs to be improved. Staff already have difficulties with students who have ASD and the SENCO does not effectively liaise nor support staff. There is very little (if any) training on how to support these students, or any SEN students, effectively.</i></p>	<p>The ARP will be separate, additionally funded and the agreed place number will not count towards the school's admission number. The proposal is to build a stand-alone unit for up to 20 pupils with ASD and other complex learning difficulties to be located at the North eastern end of the North block.</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 in the ARP.</p>

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

**7 comments/questions were received as shown below and a response has been provided where needed;**

<b>Do you have any other comments in respect of this proposal? - Additional comment</b>
<b>Additional comments</b>
<i>All schools in Havering should have an additional building in the school site that the children with learning differences and other more complex needs can be themselves and learn through amazing experiences.</i>
<i>The Academy should receive all additional support for the matter.</i>
<i>The Academy is the perfect site for such a provision</i>
<i>All the staff at Harris Academy involved with the children with special needs go out there way to help them and with more and more children each year entering the school because of this it's more and more pressure on the staff so any extra help is going to make everyone life much better</i>
<i>I was really happy to hear that Harris Rainham is committed to this opportunity. Havering needs more provision of this type.</i>
<i>More settings to support children with additional needs, Autism and ADHD where mainstream school cannot fully support the needs of the children or encourage them to realise their potential and boost confidence.</i>
<i>I believe the autistic children are all so brilliant, smart and talented. We as community advocates or parents would love to see that they have that honour, like all others.</i>

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

In summary, the issue raised have been addressed and there is no compelling evidence for Harris Academy Rainham not to proceed to the next stage of the process which is to submit a full business case to the Department for Education.

Harris is an academy, therefore the final decision as to whether this proposal is approved for implementation will be made by the Regional Schools Commissioner on behalf of the Department for Education.

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

The Governing Body and the Academy Trust of the school fully supports the establishment of the ARP.

Work will continue with all the stakeholders up to and beyond the ARP establishment to address all concerns and issues that groups or individuals may have.

## Appendix 1: Consultation Stakeholder List

<b>Consultees</b>
Parents/Carers of children who attend Harris Academy Rainham
Teachers and Other staff at Harris Academy Rainham
The governing body of Harris Academy Rainham and Harris Federation
Families of pupils in all maintained primary, secondary, special schools and academies in the Borough.
The governing bodies and academy trusts of all maintained & primary, secondary & special schools & academies in the borough.
Teachers and staff of all other maintained primary, secondary, special schools and academies in the Borough.
Early Years Providers in the borough.
Chief and Senior Officers of the London Borough of Havering
Trade unions who represent staff at the school 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: Maria Shepherd, 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>
Department of Education's School Organisation service