

Consultation on a proposal to establish an Additional Resourced Provision at

St Edward's Church of England Voluntary Aided Primary School

Consultation Feedback Report

August 2021

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.

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. It provides details of our local offer and the changes that will be implemented to ensure that the needs of children and young people with SEND are met.

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.

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 Additional Resourced Provisions (ARPs) in mainstream settings.

Our SEND projections show that we expect the number of primary school pupils with an education health care plan of communication and interaction needs to increase from 279 in 2018/19 to 433 in 2022/23, with the majority of this increase expected to be pupils with ASD.

Cabinet agreed at its meeting in September 2019, to establish two primary ARPs at existing primary schools, containing 12 places each in 2020/21 part of the update to Phase 4 and Phase 5 expansion programme.

The consultation ran from 7 June 2021 to 5 July 2021 and concerned the proposal to establish an ARP at St Edward's Church of England Voluntary Aided Primary School to help meet the growing number of pupils with SEND, specifically Communication and Interaction Needs, which includes Autistic Spectrum Disorder (ASD) and Speech, Language & Communication Needs (SLCN).

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.

Stage	Date
Statutory Stage 1 – Publication of Statutory Notices	10 September 2021
Statutory Stage 2 – Representation Period	4 weeks following the date of the statutory notice publication
Statutory Stage 3 - Decision on proposals by the Local Authority	End of November 2021
Statutory Stage 4 - Implementation	From September 2022

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 St Edward’s Church of England Voluntary Aided Primary School.

Other consultees as listed in *appendix A* including all the borough schools, special schools, Havering Councillors, 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.

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

Option	Total
A parent/carer of a pupil at St Edward's Church of England Voluntary Aided Primary School	10
Teacher/other staff at St Edward's Church of England Voluntary Aided Primary School	7
Teacher/other staff in another school	4
Local resident	3
Governor at another school	2
A parent/carer of a pupil at another School	1
Member of an academy trust at another school	1
Other	1

Question 1: Do you support the proposal to establish an additional resourced provision at St Edward's Church of England Voluntary Aided Primary School?

Of the 29 responses received, 26 were in favour of the establishment of the ARP while 3 respondents were against the proposed ARP

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

Respondent	Yes	No	Total
A parent/carer of a pupil at St Edward's Church of England Voluntary Aided Primary School	9	1	10
Teacher/other staff at St Edward's Church of England Voluntary Aided Primary School	7		7
Teacher/other staff in another school	3	1	4
Local resident	2	1	3
Governor at another school	2		2
A parent/carer of a pupil at another School	1		1
Other	1		1
Member of an academy trust at another school	1		1
Grand Total	26	3	29

Question 2: Please state why you support/do not support the proposal:

There were 27 responses to this part of the question. These responses can be seen in detail under section 4 below.

Question 3: Do you have any other comments in respect of this proposal?

Seven responses were submitted in respect of this question as detailed below:

- I think this is a fantastic next step for our school. Our SEN provision has improved greatly over the last two years and this will be a great addition to our school. It will be great to share this with other children who need support.
- I think that people who live in the local area around the school should be contacted personally and not just online. Not everyone uses online systems and you would be able to gather more views of the local people if you actually contacted residents at their home address.
- Well done to the Council and St Edward's VA for facilitating this.
- Our pupils love and nurture the children with high needs in our school and I know that they would welcome children from the ARP.
- I have seen the work that the school has done to include children of all abilities and it would be good for the children to have the support, equipment and specialist teaching and intervention they need to develop and achieve.
- Fully support this proposal
- None

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.

With regards to the above comment:

"I think that people who live in the local area around the school should be contacted personally and not just online. Not everyone uses online systems and you would be able to gather more views of the local people if you actually contacted residents at their home address."

Planning permission to build the ARP was submitted at the end of July 2021. Once planning permission is submitted, all local residents are contacted to make them aware of the planning application. This then provides local residents an opportunity to comment on the proposed ARP building.

Question 4: Do you have a child or young person with an EHC plan?

Option	Total	Percent
Yes	8	28%
No	21	72%
Not Answered	0	0%

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

The Proposal: Havering Council is proposing to establish a specialist provision for a maximum of 12 pupils diagnosed with Communication and Interaction Needs at St Edward's Church of England Voluntary Aided Primary School to be implemented in September 2022, if approved

29 responses were received in respect of the expansion proposal, of this,

- 90% were in favour of the proposal (26 respondents)
- 10% were not in favour of the proposal (3 respondents)

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 feel that more specialist provision available for pupils with additional needs is a good thing. St Edwards is a highly effective school and they are well placed to manage a new ARP.
- We are continuing to experience an increase in the number of children with significant needs including ASD. It would be great for Havering to continue to develop more additionally resourced provision to help best meet these children's needs and to enable them to thrive.
- Two reasons, firstly more spaces are needed and secondly there are no spaces at present for parents/carers to send an ASD child to a CofE school
- To develop resources within the LA.
- Dedicated provision for children with SEN is required across the borough as latest pupil surveys seem to show an increase in the population of children warranting extra care and attention

- I think this is a fantastic next step for our school. Our SEN provision has improved greatly over the last two years and this will be a great addition to our school. It will be great to share this with other children who need support.
- St Edward's is a superb provision for my child. The work that they have completed in the last few years has been outstanding and I have no doubt in my mind that they will be able to support this new project.
- I have been working at St Edward's for a few years now and I am proud of the continuous development that the school is undertaking. Our current SEN provision is very good but we still have so much to offer. Children in our school are encouraged to live life in all its fullness and for some of our children, extra provision is needed to allow this. Chris Speller is an excellent leader and given the opportunity he will be successful in supporting this project. Every child needs to be given the opportunity to succeed and some children need a little bit more help to do this, a provision within a mainstream school is the perfect chance for these children to integrate.
- As parents, we have seen the great improvements at St Edward's under Mr Speller's leadership. We are excited for this new initiative and pray blessings over the new plans.
- It fits in well with St Edward's core values. It's important to have more provisions for children with specialist needs.
- Feel the community in the area would benefit from this being approved.
- In supporting the proposal of an ARP I believe that it will give the school an amazing opportunity to build upon its already well established and successful provision for children with SEN. This, ensuring that we allow our children to be the best that they can be in mind, body, heart and spirit.
- Such an added resource can but benefit the targeted group. The benefits brought by the additional funding"
- Excellent provision which promotes inclusivity

- I am aware of other parents with children with SEND needs who will benefit from this building and facility in St Edward's VA
- The ARP will enhance the already excellent SEN provision at the school. Our school is fully inclusive and we have specialist SEN teaching staff and facilities to help pupils who have high needs, but sometimes even this is not enough to meet some children's needs. This new facility will offer those children the opportunity, (subject to availability at the ARP), to remain as much loved pupils at our school, accessing the additional support they need, but also allowing them, where possible, to join the mainstream school at times. It will also enable us to welcome children from other settings to our school, in a safe and welcoming environment.
- Because there is a growing need of children with SEND and this will only increase. The school have a great SEN team and it would be a huge benefit to see this grow.
- I support the proposal to establish an additional resourced provision at St Edward's because I have seen the difference that a tailored, specific area and staff can make with the children using the Sunshine Room at St Edward's. Giving children the environment they need to thrive will be beneficial to the children, the school community and the families of the children. I cannot think of a more suitable school for an ARP as St Edward's is such a happy, nurturing, loving environment for children, staff and parents.
- My son will be starting Reception 2021 and is likely to need SEN provision due to Autism/social and communication issues.
- To help support those children in the area who need a safe and nurturing environment to learn.
- As long as the children are still able to access the mainstream curriculum, and at the same time meet their individual needs, I support the proposal but a trial will also be convincing to assure parents that the proposed can be achieved and the main aim and goal is not misplaced.
- The borough desperately needs more specialist provision for children with SEND

- Havering has a severe lack of provision that focuses on Autism. This additional provision will help the children partake in mainstream schooling which help social communication while having the specialised care and support they require to improve their education outcomes.
- My child has been at St Edward's for a number of years. They have an ASD diagnosis and an EHCP. The support has improved greatly in the last few years and I am excited that the school can help other parents like me.

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 and Comments	Local Authority's response
<p>Within this residential area there are two larger than average primary schools. St Edward's 3 form of entry and St Peter's that has grown to a 2 form of entry primary school. As both of these schools are church schools the pupils do not necessarily attend from the local area and a large majority of the pupils are driven to school.</p> <p>The population of both of these schools equal that of a 5 form of entry primary school and our residential roads cannot take any more traffic. The consultation states that there will be a separate entrance for minibus transport, where would this be that would not cause anymore disruption to local residents. The amount of traffic also poses a safety risk to pupils who attend both schools.</p> <p>I understand that the child's needs must be taken into account but so must the quality of life of people who live in the local area.</p>	<p>An independent company Robert West was appointed by the London Borough of Havering (LBH) to provide transport planning advice with regard to the construction of a new dedicated ARP building at St Edward's Church of England Voluntary Aided Primary School.</p> <p>The report produced states that the adjacent car park will have its capacity reduced from 12 spaces to 9 to allow for the inclusion of a minibus drop-off/pick up bay.</p> <p>The new facilities will allow for 12 additional students who require SEN provision. An additional 5 FTE staff members will be required to support this increase in student numbers and the operation of the new facilities.</p> <p>Mode share analysis, based on the current pupil and staff mode shares, has been carried out to project the likely transport impact that this increase in student and staff numbers will result in.</p> <p>It was determined that the increase in staff numbers will result in three additional car journeys, within the capacity of the staff parking provision.</p>

	<p>Similarly, the increase in pupil trips will not result in a significant impact to the surrounding road network, with 7 further car trips expected.</p> <p>The school already has in place a STARS School Travel Plan at Bronze accreditation level. Implementation of the soft measures outlined in the transport plan will be the primary method of impact mitigation.</p>
<p>I could only support this, if you were getting additional staff for the new unit and not take any staff at any time from the main school, as these teachers are stretched to the limits already.</p> <p>Also if any of the staff that are teaching in the unit are off for any reason, the head teachers don't then take teachers from the main school to cover, so the unit can function because the children in the main school are impacted.</p>	<p>New specialist staff will be employed to provide appropriate specialist knowledge, expertise and support to meet the needs of pupils attending the ARP. 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>By establishing this ARP, we will be able to ensure that the high quality teaching already being delivered at the school will benefit those pupils attending the ARP. The ARP will will further enhance the education offer the school provides to the community.</p>
<p>It is incredible that we are consulting on yet another ARP for pupils with ASD. When will the LA realise that the need for ARPs for pupils with SEMH is of greater need and support these pupils.</p>	<p>Havering's High Needs Strategy 2017-22 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.</p> <p>Havering is planning to open a new special free school which will provide 60 places for pupils aged 3-16 with either SEMH or ASD SEND needs.</p>

Section 4: Conclusion and Next steps

The High Needs Strategy 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 that the proposal to establish an Additional Resourced Provision at St Edward's Church of England Voluntary Aided Primary School 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.

Section 5: 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.

This information is as follows:

Gender:

Option	Total	Percent
Male	5	17%
Female	20	69%
Other	0	0%
Prefer not to say	3	10%
Not Answered	1	3%

Ethnicity:

Option	Total	Percent
White or White British	14	48%
Black or Black British	5	17%
Asian or Asian British	2	7%
Mixed / multiple ethnic group	2	7%
Other ethnic group	1	3%
Prefer not to say	2	7%
Not Answered	3	10%

Age:

Option	Total	Percent
Under 18	0	0%
18-24	0	0%
25-34	7	24%
35-44	12	41%
45-54	7	24%
55-64	1	3%
65-74	1	3%
75-84	0	0%
85+	0	0%
Prefer not to say	1	3%
Not Answered	0	0%

Disability:

Option	Total	Percent
Yes	3	10%
No	24	83%
Prefer not to say	1	3%
Not Answered	1	3%

Impairment:

Option	Total	Percent
Sensory - e.g. mild deafness; partially sighted; blindness	0	0%
Physical - e.g. wheelchair user	0	0%
Mental Illness - e.g. bi-polar disorder; schizophrenia; depression	0	0%
Development or Educational - e.g. autistic spectrum disorders (ASD); dyslexia and dyspraxia	0	0%
Learning Disability / Condition - e.g. Down's syndrome; Cerebral palsy	0	0%
Long-term Illness / Health Condition - e.g. cancer, HIV, diabetes, chronic heart disease, stroke	3	10%
Other	0	0%
Not Answered	26	90%

Pregnant/recently given birth:

Option	Total	Percent
Yes	0	0%
No	23	79%
N/A	2	7%
Prefer not to say	1	3%
Not Answered	3	10%

Appendix 1: Consultation Stakeholder List

Consultees
The governing body of St Edward's Church of England Voluntary Aided Primary School
Parents/carers of pupils at St Edward's Church of England Voluntary Aided Primary School
Teachers and other staff at St Edward's Church of England Voluntary Aided 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.
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 St Edward's Church of England Voluntary Aided Primary 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"> • Julia Lopez • Andrew Rosindell • Jon Cruddas
Dioceses of Brentwood and Chelmsford <ul style="list-style-type: none"> • Chelmsford: Tim Elbourne, Director of Education • Brentwood: Maria Shepherd, Deputy Director of Education & Primary Schools Link Adviser
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