

**Consultation on the proposed establishment of a Special
Educational Needs and Disabilities Unit at
Suttons Primary School.**

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 (SEMH) needs are increasing in numbers and will require specialist intervention supported in a SEND unit.

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 SEND units in mainstream settings.

Our SEND projections show that we expect the number of primary school pupils with an Education, Health and Care Plan (EHCP) of SEMH to increase from 90 in 2021/22 to 257 in 2025/26.

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

The consultation process covered by this report ran from 21 March 2022 to 02 May 2022. The objective was to inform and gather views regarding the proposal from key stakeholders, particularly parents/carers of pupils and staff at Suttons 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.

Stage	Date
Statutory Stage 1 – Publication of Statutory Notices	28 October 2022
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 2022
Statutory Stage 4 - Implementation	January 2024

There is no longer a statutory ‘pre-publication’ consultation period for making significant changes to maintained schools, however as best practise, 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 process 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 Suttons Primary School.

Other consultees as listed in *appendix 1* including all the borough schools, special schools, Havering Councillors, MPs, 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 parent’s consultation meeting was also held via zoom, notes of the meeting is attached as *appendix 2*.

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, 32 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 Suttons Primary School	12
A parent/carer of a pupil at another School	1
Teacher/other staff at Suttons Primary School	0
Governor at Suttons Primary School	1
Governor at another school	4
Member of an academy trust at another school	3
Local resident	2
Teacher/other staff in another school	7
Other	2

Question 1: Do you support the proposal to establish a SEND unit at Suttons Primary School?

Of the 32 responses received, 22 were in favour of the establishment of the SEND unit while 10 respondents were against the proposed SEND unit.

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 Suttons Primary School	4	8	12
A parent/carer of a pupil at another School	1		1
Teacher/other staff at Suttons Primary School			0
Governor at Suttons Primary School	1		1
Governor at another school	4		4
Member of an academy trust at another school	2	1	3
Local resident	1	1	2
Teacher/other staff in another school	7		7
Other	2		2
Total	22	10	32

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

There were 29 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?

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

- A larger number of places available.
- I do not feel that the provision should ever be larger than 12 pupils. This is still rather a large number for a unit with this specific need.
- Think more information is required about what enhanced provision (or more importantly that there will be no loss) of teaching staff to pupil Number or stretching existing resources further within classes to accommodate these additional students. Whilst most people would agree that there are many benefits to SEN students themselves as well as classmates alike of having these students in mainstream schools, however there must be no negative impact to the academic and educational attainment of current pupils because limited resources are to be overstretched in accommodating more pupils especially those that may require enhanced and more specialist input which may as a consequence reduce the opportunities and teacher pupil time for existing students negatively.
- I know Suttons is a great school with a strong governing body who will have given considerable thought to these proposals and how they can best complement existing facilities and services.
- I would very much like it to go ahead.
- As someone who is local in the area and also works for an Early Years setting there is definitely a great need for better SEND support in the area with the rising number of children that need support with this.
- Site location should leverage the existing Suttons site and hence make the option more cost effective.
- Totally don't agree with it, school needs to focus on current students! Seem overstretched since school got bigger, communication is poor! Haven't even got a big enough hall to host all year groups in school assembly now which I find is sad! When I went Sutton's many years ago I have fond memories of all school going to assembly for hymns and announcements!
- The school needs to prioritise teaching assistants and initiatives to support its majority cohort.
- The calm cabin is lovely which has been put in place.

- Keen to see the plans for the building and the details around entrance and also it's layout regarding it backing on to our boundary. We also have our site house close but it this proposed site.
- I do not feel the funding proposed is going to adequately meet the children's needs within the ARP whilst continuing to provide the same level of support for those in the mainstream. The LA could support the ARP further by commissioning CAMHS involvement at a setting level and providing a greater proportion of EP time (and other external professionals) to the school to ensure the children in the mainstream still have the same level of access.
- No.
- No comment.

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

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

Option	Total	Percent
Yes	2	6%
No	30	94%
Not Answered	0	0%
Total	32	100%

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 Social, Emotional and Mental Health Needs at Suttons Primary School to be implemented in January 2024, if approved.

32 responses were received in respect of the proposed SEND unit, of this:

- 69% were in favour of the proposal (22 respondents)
- 10 were no in favour of the proposal (10 respondents)

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

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

- For two reasons:
 1. Extra provision is needed
 2. Both Elm Park Primary and The R J Mitchell Primary schools have an above average of SEND pupils and it would be good to be able to distribute more widely in that area.
- There continues to be an increasing need for suitable provision for the ever growing number of children with an SEMH need in the Local Authority. These children are entitled to an education that meets all of their needs and ensures that they are ready to learn and able to develop academically, socially and emotionally.
- There are an increasing number of children who require specialist support. We are very limited in Upminster/Hornchurch with the support/ provision available.
- Numbers of children with SEMH are increasing and this unit will support a small number of them. It is a pity that there will only be 12 places. It would be beneficial to have double that number.

- There are not enough SEND places across the LA to support children with SEMH problems.
- The unit will be a positive addition for Suttons and a much needed unit for children in Havering.
- The school is already excellent. This is the perfect place for a SEND unit.
- There are a large number of pupils entering mainstream schools with SEMH needs.
- I think we need more places in schools the 12 places to cater for pupils with Social, Emotional and Mental Health is much needed.
- This is great. I think we should have as many of these units as possible as there are so many children with additional needs.
- Since my election in 2017, I have conducted countless school visits, spoken to parents in my surgery and dealt with complex casework relating to the provision of special educational needs. From this, I know that there is substantial demand for high quality SEND provision and that families benefit most when that provision is close to where they live. I have lobbied for more central government SEND funding and want to make sure that my local families benefit from that, so I am glad to see any proposal that seeks to expand provision.
- This is a much needed resource within the LA.
- There should be more facilities to support SEND
- There are a lot of children in the area that require additional support and this is a fantastic new addition to the school.
- The impacts of demographics and the pandemic will, in my view, require a greater demand for targeted support. This blended unit between mainstream schools and special schools is closer to the ambition of inclusivity.
- I think it is well needed in the borough and definitely time that children with SEN are further catered for.

- Need in the borough. School can provide the needed support.
- Having need more specialist places to support children with a high level of additional needs. I believe that these needs will be able to be met better in this provision
- The provision is needed borough wide (as well as to meet the needs of pupil/s within the school) and with the proposed SEMH specialist school opening within the borough this would help those children who do not have that level of need.

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
There are already interventions in place and I feel the funding could be used on pushing the average student in the middle who is overlooked as they are neither high ability nor struggling.	Children in the SEND unit will be funded separately and additional funding will be made available for those children. This will have no impact on funding for children in the mainstream school.
I oppose the proposal as I do not feel that the school is big enough to accommodate these children. Although you state there will be a separate building/ facilities for these children I believe that by having these children on site they will be taking over some time of the school staff. This could be forms having to be filled out, senior leaders needing to intervene. Paperwork completed to facilitate/ apply for funding along with	Children in the SEND unit will be funded separately .This will have no impact on funding for children in the mainstream school. There will be additional funding for the SEND unit and it will be staffed and resourced separately.

<p>cover needed from the main school due to sickness etc</p>	
<p>The purpose of SEN children attending mainstream schooling is for them to be integrated as much as possible into the normal classes. Although there has been brief mention that specialist facilitators will be brought in to help uplift the skills of current staff to help with the inclusion process there has not been much mention on the impact that these additional children or their more complex needs will have on the existing children and their education of which resources are already limited and somewhat strained.</p>	<p>Children in the SEND unit will be funded separately and additional funding will be made available for those children. This will have no impact on funding for children in the mainstream school.</p>
<p>What is the impact on Sanders Draper and how children will access throughout the day? Plans should be discussed with them and arrangements of how children will access the ARP, the building schedule, impact this would have on the day to day running of the schools. How Sanders Draper students will be safeguarded and how the shared access will be used based on current agreements. This should have been discussed as a courtesy prior to consultation.</p>	<p>Technically Suttons own the driveway and Sanders Draper have shared access to use it. The local Authority is in discussion with Sanders Draper regarding the shared access.</p>
<p>Parking for staff will make them park in my streets which is bad already, problems with parking already.</p>	<p>Need to look at transport. Currently using the space as an over flow car park that gets around an extra 10 cars a day. When the DfE designed the building it was only designed for one space per teacher. A lot of staff live locally and walk in when they can. Parking is an issue not just for parents but for staff too, it is something we need to factor in.</p>

<p>The school is struggling supporting the current students let alone a new building for SEND! Our children haven't got any catch up meetings after school like some schools are doing in Havering to help them meet there targets! A lot of children are behind from Covid, seems like the children who are on a plan are getting the support and other children are not! School got no funding for LSA in classroom as they go on SEN children!</p>	<p>Children in the SEND unit will be funded separately and additional funding will be made available for those children. This will have no impact on funding for children in the mainstream school.</p> <p>Catch-up Programmes were/are run during school time so that parents are able to provide 'worldly' experiences outside of school i.e. clubs and so that staff could have additional time to prepare good quality lessons. The school has used a range of strategies: from good quality first teaching, National Tutoring Program, School Led Tutoring Programme, targeted interventions for all pupils, quality first teaching, 'setting' for mathematics and phonics, teaching time increased in some subjects i.e. English & Maths, etc. Our Catch-up programme has allowed the school to obtain very good SATs results last year.</p> <p>The school does have a higher than average numbers of pupils with EHCP's. As with all schools, we provide the £6000 for each child with an EHCP; coupled with this are ongoing Government budget cuts.</p> <p>Additional LSA's are provided across the EYFS, 2 HLTA support staff and one LSA are released fulltime to provide interventions, speech & Language, etc.</p>
<p>The school does not support my non- SEN child sufficiently without the added pressure of this unit. SEN children have been openly prioritised since I've attended the school and the main consort neglected as a result. The school has poor communication with parents, lack of ambition for non-sen children, lack of follow-up and empty assurances.</p>	<p>All pupils have aspirational targets suited to their level of development and need. The school has a legal obligation to meet the needs of all children, including those who have EHCP's i.e. Section F. Staff provide clear differentiation within all classes across the curriculum; to continually improve learning outcomes for pupils.</p> <p>Prior to COVID we introduced additional communication methods i.e. Dojo, whereby information is relayed to parents and conversely parents can message staff directly.</p>
<p>I feel funds should be used to build a dinner hall to house all the pupils as the one we have already isn't sufficient enough.</p>	<p>The building has been built in accordance with BB103 (area guidelines for mainstream schools). Children in the SEND unit will be funded separately and additional funding will</p>

<p>I also feel the school is under increased pressure already with send needs. Children who have the gifted and talented aspects, or the potential to reach greater depths are not being supported because there isn't the staff to support their needs to reach their full potential in school life.</p>	<p>be made available for those children. This will have no impact on children in the mainstream school.</p> <p>All pupils have aspirational targets suited to their level of development and need. The school has a legal obligation to meet the needs of all children, particularly those who have EHCP's i.e. Section F.</p> <p>Staff provide clear differentiation within all classes across the curriculum; to continually improve learning outcomes for pupils. Pupil attainment and progress is carefully tracked and monitored to continually move pupils learning on.</p> <p>The school has altered its SLT structure to future proof the main school and SEN Unit, i.e. separate SENCO role to DHT.</p>
<p>I feel that the school needs to focus on the children that are already there. They have had 2 years of disruption due to Covid & need extra support in their education to catch up on the education that they have missed. Children that are exceeding should be supported & stretched & challenged but staff are stretched to be able to do this.</p>	<p>Staff provide clear differentiation within all classes across the curriculum; to continually improve learning outcomes for pupils. Pupil attainment and progress is carefully tracked and monitored to continually move pupils learning on.</p> <p>Catch-up Programmes were/are run during school time so that parents are able to provide 'worldly' experiences outside of school i.e. clubs and so that staff could have additional time to prepare good quality lessons. The school has used a range of strategies: from good quality first teaching, National Tutoring Program, School Led Tutoring Programme, targeted interventions for all pupils, quality first teaching, 'setting' for mathematics and phonics, teaching time increased in some subjects i.e. English & Maths, etc. Our Catch-up programme has allowed the school to obtain very good SATs results last year.</p>
<p>I feel the school has grown too fast in a short space of time and is not keeping up with other schools in the area as to extra support, trips, after school activities etc. Before the school expands further I would of hoped they support the current children at</p>	<p>Over the last 7 years the school has expanded by an additional class (30 pupils) per year. Outside the addition of the SEN unit (12 pupils) this is the final year of expansion for the main school.</p> <p>The school made the decision after COVID to concentrate on direct face-to-face teaching, rather than additional activities such as trips. This year will see</p>

<p>the school, many of which are also on ECHP.</p>	<p>the return of our full complement of trips, visits, visitors and after school activities.</p>
<p>Concern over the placement of the building especially the entrance for student and where they would enter and parents would wait. The pathway on that side allows 700 students to enter and exit and so is very busy.</p>	<p>The proposed SEND Unit will have its own entrance. Operationally, it is envisaged that the unit will have different start and finish times to both the primary school and secondary schools. This is help to ease congestion on pavements/walkways in and around the school and for vehicles, such as mini buses, to enter an enclosed drop-off section within the boundaries of the SEND Unit.</p>

Section 5: Conclusion and Next steps

The High Needs Strategy recognises that children with Social, Emotional and Mental Health difficulties (SEMH) are increasing in number and will require specialist intervention supported in a SEND unit.

In Summary, on considering the balance of the factors and issues expressed by all parties, 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 a SEND unit at Suttons 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 any further concerns and issues that groups or individuals may have 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 are hearing from a wide cross-section of our stakeholder, the consultation questionnaire included additional questions to capture this information.

This information is as follows:

Gender:

Option	Total	Percent
Male	3	9%
Female	25	78%
Other	0	0%
Prefer not to say	4	13%
Not Answered	0	0%

Ethnicity:

Option	Total	Percent
White or White British	24	75%
Black or Black British	0	0%
Asian or Asian British	3	9%
Mixed / multiple ethnic group	0	0%
Other ethnic group	0	0%
Prefer not to say	5	16%
Not Answered	0	0%

Age:

Option	Total	Percent
Under 18	0	0%
18-24	0	0%
25-34	5	16%
35-44	16	50%
45-54	5	16%
55-64	2	6%
65-74	0	0%
75-84	0	0%
85+	0	0%
Prefer not to say	4	12%
Not Answered	0	0%

Disability:

Option	Total	Percent
Yes	2	6%
No	25	78%
Prefer not to say	4	13%
Not Answered	1	3%

Impairment:

Option	Total	Percent
Sensory - e.g. mild deafness; partially sighted; blindness	1	3%
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	1	3%
Other	1	3%
Not Answered	29	91%

Pregnant/recently given birth:

Option	Total	Percent
Yes	0	0%
No	27	84%
N/A	1	3%
Prefer not to say	4	13%
Not Answered	0	0%

Appendix 1: Consultation Stakeholder List

Consultees
The governing body of Suttons Primary School
Parents/carers of pupils at Suttons Primary School
Teachers and other staff at Suttons 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 borough
Voluntary organisations and Community groups who work with children with SEND
Representatives of trade unions of any 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
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• London Borough of Newham• London Borough of Redbridge• Essex County Council• Thurrock Council

Appendix 2: Parents consultation meeting notes

Consultation on the proposed establishment of a Special Educational Needs & Disabilities Unit at Suttons Primary School

Parents Consultation meeting held via zoom on 29 March 2022 at 4pm

1. Attendance

2 Parents from Suttons Primary School attended the meeting
4 Local Authority Officers and 3 School staff members were also in attendance

2. Opening of the meeting

The meeting was opened by the chair for the meeting, Mr David Unwin-Bailey (Head teacher of Suttons Primary School) who welcomed all and introduced Local Authority officers and school staff members.

The chair handed the meeting over to Local Authority officers for a presentation on the proposal.

3. Local Authority Presentation

The presentation consisted of details of the proposal, drawings of the build proposal and the next steps in the statutory process.

4. Questions, responses and comments

The following represents the questions and comments received from parents and responses given by the Local Authority/School during the meeting.

Questions	Local Authority's / Schools response
<i>A little concerned there are not more specialist provisions for SEMH in the Local Authority and this is not the bridge between specialist and mainstream, this will become the specialist provision for children with those needs.</i>	If this was a special provision and not the bridge between mainstream and special schools then it would not be a successful ARP. There are some children that are able to be supported in mainstream, some that need a more supportive environment which would be an ARP and then there will still be children with Social, Emotional and Mental Health needs (SEMH) whose needs can only be met in a special school setting. This ARP will not become a mini special school, it will be for children that fall between those two levels of provision. In Havering we do not

	<p>have a special provision for children with SEMH as yet. Our new special free school is in the process of being developed and has now got to the stage where it has planning permission. It is a special free school for children with more complex needs associated with SEMH and ASD. At the moment children with SEMH needs are either in mainstream schools having a degree of difficulty or are needing to go to an out of borough specialist provision. The increase in numbers that we are forecasting means that is not sustainable to keep that offer static which is why we need to increase the offer in Havering with special school provision and ARP provisions for children with SEMH. We will continue to look at other ARP provisions at other schools that would like to develop provision for SEMH.</p>
<p><i>Is the new special free school going to open at the same time?</i></p>	<p>Expecting the new special free school to open in September 2023, the same time as the proposed ARP at Suttons.</p>
<p><i>Will the special free school include Primary and Secondary?</i></p>	<p>Yes, it is an all through school.</p>
<p><i>Concerned the children will be the top tier children with those needs and that the funding suggested will not be enough.</i></p> <p><i>Children in the ARP will need £72,000 from the notional budget. Is the funding going to be given to the school additionally, if it is not and it is worked into the schools block calculator then that will take away from the existing pupils already?</i></p> <p><i>Is it the same percentages to work this out as the 12 children will need the extra money? It is not adding in 12 typically admitted</i></p>	<p>The funding that is currently given to our ARP provisions have recently been reviewed and uplifted. From April the 1st of this year there has been an increase, it has gone up by just over £4,000 per place for an ARP. Our primary level ARP funding is £20,726, which is more than previously. £10,726 is the additional top up.</p> <p>That is not the case. The way the funding works, the number of children in the school will increase by 12 so the funding formula gives the funding for the increase number including the 12 as part of the notional funding. You do not get 12 additional children and use the same element.</p> <p>The LA will follow up on this.</p>

<p><i>children, they are 12 children that you know will require additional funding.</i></p>	
<p><i>How separate is it? Is it far from the main building? If the funding is not guaranteed, how many adults will it take to get the children from the ARP into the mainstream? If it is a distance then it will need a high level of adult support. Concerned it will become a separate school and therefore why would the children then be in an ARP and not in a specialist provision, if it is that separate?</i></p>	<p>When first going to the site to see how far the ARP will be, had a look and thought it was not that far. As long as we can work a way to make sure that the cross over will be at times when it is quiet. We are not talking about all 12 children going over at once regularly, it is about how the groups in the ARP will work.</p>
<p><i>Surely you will have to take them all over for lunch?</i></p>	<p>The children will not necessarily go over for lunch. If they are able to go over to the mainstream for lunch, they are in the right mind set and it is what right for them, then that will be managed. It is about how the staff will work with and manage those 12 children. The age range will be broad so it may be the group is broken into smaller compatible groups working within the ARP, a smaller group go over for lunch whilst the others remain in the ARP and have their lunch delivered to them. It is very important that this is trial led as these can be children with potentially complex needs and need to be supported in a way that keeps them safe but are able to progress. It will be down to the school to manage the unit in that environment.</p> <p>It does depend on the children and what is right for them. There is provision in the plans to have lunch in the heart space in the ARP, equally could bring the children over for lunch. The school is going to continue with the split lunches which reduces the number of pupils in the hall at one time. That will give more opportunities for the children to come over for lunch. There are other facilities in the school that can be used and planned into the children's schedules based on their needs.</p> <p>The ARP will not need to look like a traditional school building as this can be a trigger for some of the children and the design of the outdoor space is important. Looking at SEMH ARPs to visit to get the design right, particularly in terms of furnishing it. It is important to get this right for the children. There are concerns</p>

	about the drive and gate and this has been voiced to the DfE and Local Authority.
<i>Are Sanders being consulted? It impacts their driveway.</i>	Technically Suttons Primary School own the driveway. Sanders have shared access to use it. All the schools in the borough are being consulted.
<i>Does it have an impact on staff parking?</i>	Yes it does. Need to look at transport. Currently using the space as an over flow car park that gets around an extra 10 cars a day. When the DfE designed the building it was only designed for one space per teacher. A lot of staff live locally and walk in when they can. Parking is an issue not just for parents but for staff too, it is something we need to factor in.
Comments received from parents in the meeting	
<i>It is a needed provision and reassuring that there is a more specialist provision coming into the LA, it could be a nice and supportive for a small number of children that need it.</i>	

5. **Closure of the meeting**

The chair thanked everyone for their feedback and comments.

The meeting was closed at 16:57 pm