

Proposals for prescribed alterations other than foundations proposals: Information to be included in or provided in relation to proposals

Insert the information asked for in the expandable box below each section.

In respect of a governing body proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

Holy Trinity Church of England Primary School, Carrington Road, Richmond upon Thames, TW10 5AA Category – Voluntary Aided
LEA contact address – Children's Services and Culture, London Borough of Richmond upon Thames, Regal House, Twickenham, TW1 3QB

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

1 September 2010

Objections and comments

3. A statement explaining the procedure for making representations, including—

- (a) the date by which objections or comments should be sent to the local education authority; and
- (b) the address of the authority to which objections or comments should be sent.

Objections and/or comments should be sent by no later than Friday 30th April 2010 to: Colin Herrick, SEN project Manager, Children's Services and Culture, London Borough of Richmond upon Thames, Special Educational Needs Section, 42 York Street, Twickenham, TW1 3BW or by email to colin.herrick@richmond.gov.uk

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

Establishment of an enhanced specialist teaching provision for Key Stage 2 children with statements of special educational needs who have behavioural, emotional and social development (BESD) needs. Enhanced specialist teaching provision would be a specially designed resource area in the school with additional specialist staff. The children would spend most of their time in mainstream classes with additional support, but there would be the facility to withdraw to the resource area for intensive work.

School capacity

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 or paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, the proposals must also include—

- (a) details of the current capacity of the school and where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

N/A

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

N/A

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

N/A

(d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 to 4, and 7 and 8 of Schedule 2 or paragraphs 1, 2, 8, 18 and 19 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 a statement of the number of pupils at the school at the time of the publication of the proposals.

N/A

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

Additional site not required

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

- (b) the arrangements for safeguarding the welfare of children at the school;

N/A

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision;

N/A

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved;

N/A

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- (b) the distance between the proposed and current site;

N/A

- (c) the reason for the choice of proposed site;

N/A

- (d) the accessibility of the proposed site or sites;

- (e) the proposed arrangements for transport of pupils to the school on its new site;

N/A

- (f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in area will be discouraged.

N/A

Objectives

- 10. The objectives of the proposals.

The proposal is part of a wide ranging review of the Authority’s SEN provision. Currently the Authority’s only specialist provision for primary age children with statements for behavioural difficulties is at the Oldfield House Unit which is part of Clarendon Special School. Oldfield House has 10 places. It is proposed to develop more inclusive and diverse provision across the authority and increase places in the primary phase by reducing the number of places at Oldfield to 4 whilst establishing three enhanced specialist teaching provisions at primary schools geographically spread across the Borough: Holy Trinity and East Sheen Primary Schools and Hampton Hill Junior School. Each of the three schools will have three places.

Consultation

- 11. Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

a) The persons consulted were :
All head teachers and chairs of governors, all parents of statemented children, diocesan bodies, local Members of Parliament, local voluntary bodies with close links with the Council and who work with children with disabilities, neighbouring authorities and the PCT, teacher and non teacher unions.

(b) Attached

(c) There were 81 written responses to the public consultation document, none of which related specifically to Holy Trinity. The Head Teacher has indicated her support for the proposal.

Of the 81 responses, 45 respondents agreed with the general proposal to invest further in SEN in Richmond schools, 26 disagreed (18 of whom were concerned primarily with another school and 10 did not indicate).

A sample of 20 children was consulted at the school. They were fully supportive of the proposed new provision.

(d) All applicable statutory requirements in relation to the proposals to consult were complied with, in particular

- DCSF Statutory Guidance – Making Changes to a Maintained Mainstream School
- DCSF Statutory Guidance – Decision Makers Guidance (Local Authorities and Schools’ Adjudicator) for Making Changes to Maintained Mainstream Schools
- School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007

(e) A consultation document was produced and is attached. The document was posted on the Council’s website along with a copy of the report which went to the Children’s Services Overview and Scrutiny Committee on 7 July giving more detailed reasoning behind the proposals. Also posted on the website was the School Improvement Test and a link to the Council’s transport policy. The consultation period ran from 23 September to 5th November (subsequently extended to 12th November)

Hard copies of the consultation document were sent to all head teachers and chairs of governors, all parents of statemented children, diocesan bodies, local Members of Parliament, local voluntary bodies with close links with the Council and who work with children with disabilities, all Richmond libraries, neighbouring authorities and the PCT. Teacher and non teacher unions were sent the document electronically. Head teachers of schools affected by the proposals were asked to advise their parents of the website link for the consultation information. The Head teacher of Holy Trinity School distributed hard copies to all parents with children attending the school.

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

A purpose designed inclusion suite has already been provided at the school as part of a £6.9 million expansion of the school in the 2008/9 capital programme.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Attached

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

N/A

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

(a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

N/A

(b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

(c) evidence of parental demand for additional provision of early years provision;

N/A

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(d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school;

N/A

(e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

Changes to sixth form provision

16. (1) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities for 16-19 year olds in the area.

N/A

(2) Where the proposals are to alter the upper age limit of the school so that the school will provide sixth form education, the proposed number of sixth form places to be provided.

N/A

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

The children will have statements of special educational needs for behavioural, emotional and social development needs. Currently the Authority's only specialist provision for primary age children with statements for behavioural difficulties is at the Oldfield House Unit which is part of Clarendon Special School. The authority does not have any specialist provision that is part of a mainstream school.

- (b) any additional specialist features will be provided;

A specially designed resource area in the school comprising a learning support centre and staff accommodation has already been built. The school will be funded for three additional learning support assistants and 0.3 full time equivalent of a teacher with outreach support provided by the Oldfield House Unit.

- (c) the proposed numbers of pupils for which the provision is to be made;

Three

- (d) details of how the provision will be funded;

The provision will be funded through the Dedicated Schools' Grant.

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

Children who attend the provision will have a statement of special educational needs. Occasionally a child may be placed at the school on an assessment basis in accordance with the provisions of the SEN Code of Practice and in consultation with the headteacher and governing body.

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

Yes, the expenses of the provision will be met from an addition to the school's delegated budget.

- (g) the location of the provision if it is not to be established on the existing site of the school;

The provision will be located on the existing site

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children;

The number of places at the Oldfield House Unit is to be reduced from 10 to 4 leading to a reduction of 6 places. This is to be replaced by establishing three enhanced specialist teaching provisions at primary schools geographically spread across the Borough: Holy Trinity and East Sheen Primary Schools and Hampton Hill Junior School.

Currently the Authority does not have any provision for primary age children requiring BESD provision in mainstream schools which limits the opportunity for reintegration should their behaviour improve. Enhanced specialist teaching provisions will increase the extent to which children with behaviour difficulties can access the whole curriculum, extended school activities and benefit from good role models, whilst at the same time providing levels of support and withdrawal facilities to ensure that the education of other children is not prejudiced.

Staff attached to enhanced specialist teaching provisions will be suitably qualified, trained and experienced. Whole school training will also be made available to facilitate integration in mainstream classes.

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

Three at Holy Trinity CE Primary School

19. Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

N/A

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision;

N/A

- (d) a statement as to how the authority believe that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

- a. The enhanced specialist teaching provision at Holy Trinity will increase the extent to which children with behavioural, emotional and social development needs can access the whole curriculum and extended school activities. A new base has been provided so that high quality facilities are available. The authority will support the school to make sure that written information distributed to parents can be understood by those with disabilities as detailed in the Authority's accessibility strategy.
- b. Staff attached to the Holy Trinity provision will be suitably qualified, trained and experienced. Whole school training will also be made available to facilitate integration in mainstream classes. Oldfield House staff, educational psychologists and the Learning Needs Team will work with key school staff to help them meet the needs of pupils. This may include carrying out individual assessments of children, providing specialist training and intervention or project work.
The Authority is in discussion with the Primary Care Trust (PCT) over the levels of therapy to be provided to make sure that children's needs are met.
- c. Account has been taken of DCSF building guidance on designing provision for children with special educational needs. Inclusive design principles underpin the new facilities at Holy Trinity Primary School. The Authority believes strongly that an attractive, accessible environment promotes a sense of belonging and self worth.
- d. The primary purpose of the Authority's review is to align provision more closely to need. An analysis of SEN provision in the Authority has identified the following areas to be addressed:
- Autistic spectrum condition provision, particularly for pupils with challenging behaviours
 - Co-ordination and quality of provision for emotional, behavioural and social development
 - Speech and language therapy provision for schools
 - Specific learning difficulties provision at secondary level
 - Over supply of KS1 unit provision for moderate learning difficulties
 - Provision for pupils with more complex and challenging needs

Additional places are proposed in the Borough for children with ASC, specific learning difficulties, behavioural, emotional and social development and speech and language and communication needs. There will be a reduction in places attached to mainstream schools for Key Stage 1 pupils with moderate learning difficulties. The proposals for Holy Trinity Primary School form part of this overall strategy.

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex education in the area;

N/A

- (b) evidence of local demand for single-sex education;

N/A

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area;

N/A

- (b) evidence of local demand for single-sex education.

N/A

Extended services

23. If the proposed alterations affect the provision of the school’s extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

N/A

Need or demand for additional places

24. If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

25. If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice;

N/A

- (b) a statement on the local capacity to accommodate displaced pupils.

N/A

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraphs 1 and 2 of Part 1 to Schedule 2 and paragraphs 12 and 13 of Part 2 to Schedule 2; ;

(b) (for proposals published by the LA) paragraphs 1 and 2 of Part 1 to Schedule 4.

of the Prescribed Alteration regulations.

(3) Whilst not required by regulations to provide this information for any LA proposals to expand a voluntary or foundation school, it is desirable to provide this below.

N/A

Additional information in the case of special schools

26. Where the proposals relate to a special school the following information must also be provided—

(a) information as to the numbers, age range, sex and special educational needs of the pupils (distinguishing boarding and day pupils) for whom provision is made at the school;

N/A

(b) information on the predicted rise or fall (as the case may be) in the number of children with particular types of special educational needs requiring specific types of special educational provision;

N/A

- (c) a statement about the alternative provision for pupils who may be displaced as a result of the alteration;

N/A

- (d) where the proposals would result in the school being organised to make provision for pupils with a different type or types of special educational needs with the result that the provision which would be made for pupils currently at the school would be inappropriate to their needs, details of the other schools which such pupils may attend including any interim arrangements and transport arrangements to such schools;

N/A

- (e) where the proposals relate to a foundation special school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

11b Notes of public consultation meetings

SEN Provision Review Public Consultation Meeting 13 October 2009 at 7.30pm Stanley Junior School

Attendees:

Colin Herrick – SEN Project Manager
Geraldine Herage - Head of Services for Children with Disabilities & Learning Difficulties
Catherine Marks (Minutes) – Senior SEN Case Officer
Two Stanley Unit staff (**U**)
Parent Governor at Stanley Infant School (**PG**)

Three parents (P)
Richmond mainstream infant school SENCo (S)

Key:

Mainstream (M/S)

Local Authority (LA)

(P)

- How will the SLT and OT provision be sorted out in secondary provision?
- Do Strathmore and Clarendon Schools have their own dedicated SLT and OT attached?
- The plan sounds very good, it has been needed for some time, is it actually going to happen? *'I would have loved my child to stay in borough'*.
- Does the LA have several schools interested in taking on these new challenges?
- Who will be involved with the design and layout of the new facilities?
- Why not share pots of money and expertise between authorities? If a particular provision is successful why keep it to yourself? Sharing good ideas benefits the children we are trying to support.
- Why does Richmond LA have so many tribunals?
 - If parents often win, why do tribunals happen in the first place?

(P)

Concerns –

- No provision for the lower end of the ASC spectrum in Richmond, lower end appear to be *'shoved in a corner at Clarendon School'*. These children need more support. Children in our m/s schools at the higher end of ASC appear to look better on school league tables.
- 'Some' schools don't appear to be so keen on taking on a new style of provision.
- A very small number of places available at our units, concerns that needs are not accommodated by this.

Additional comment – The provision at Orleans Park School is very good.

(P)

- In terms of independent placement figures taken across both primary and secondary, what proportion is 'primary'?
- Are there any proposals for children with HI? (Building acoustics can be a huge problem for children with this need)
- When will the secondary proposals come in?

- In the proposal documents what is meant by 'where possible'? Why not use the term 'appropriate'? In terms of a child with SEN, it is about what is appropriate to their needs rather than what is possible surely?

Concerns -

- **Only** 10 and 12 places allocated between Stanley.

- Size of in borough m/s secondary provision. Primary schools are also beginning to increase in size, yet some children **need** smaller environments. Increasing school size doesn't necessarily lead to continuation of a successful facility.
- No size fits all.

(P)

- There has been a great deal of discussion about children with ASC, what is being done to accommodate those children with needs outside ASC? These children should **not** be forgotten.
- Is there to be any change for those children attending out borough placements, will they be moved as part of these proposals?

(PG)

- Will the proposals for Stanley be met with the funds allocated, given the 'estimated' capital costs provided to date?
- In practical terms, what can be delivered as there appears to be a mismatch between the architects brief and what the authority is expecting?

Concerns-

- The abilities of the budgets given to meet the proposals.
- Parents need to have confidence in the funds meeting the aims set out.

(U)

- How will the closure of the current unit, training of staff and transition arrangements for the children be phased in?

Concerns-

- One teacher for 12 children.
- There is an enormous amount of paperwork produced by one child with such complex needs.
- **(NB: Unit staff were asked to email CH with their views on appropriate staffing levels)**
- Concerned at not meeting the needs of those children on the severe end of ASC. Can Richmond replicate suitably specialist provision in borough?

(S)

- In the past schools have been able to access sessional work at Oldfield House Unit to support those children with BESD, is this still available?

Concerns-

- Thought needs to be given to the provision of nurture groups within m/s as this has tremendous potential.
- Accessing funding to enable nurture groups to run within m/s.
- No Key Stage 1 provision for BESD.
- Process of referring to organisations such as CAMHS and the need to work 'in partnership to support the child'.

**SEN Provision Review
Public Consultation Meeting
19 October 2009 at 5.00pm
Russell Primary School**

Attendees:

Colin Herrick – SEN Project Manager
Keith Tysoe - Inspector for Inclusion, Health and Wellbeing
Catherine Marks (Minutes) – Senior SEN Case Officer
Headteacher (**HT**)
One Parent (and two children) (**P**)
Unit staff member (**U**)
Parent Governor (**PG**)

Key:

Local Authority (LA)
George Tancred Centre (GTC)
Autistic Spectrum Condition (ASC)
Speech and Language Therapy (SLT)
Key Stage (KS)

(P)

Concerns:

- What is the LA's understanding of training requirements to ensure staff are at the leading edge of ASC specialism?
- What training is actually provided? Approaches? Beliefs? Could information on this be added to the LA's website for parents?
- Parents are sold on 'specialist' teaching methods which is why we look at out borough provision. We are concerned that the provision in borough is not specialist enough to compete with this. The LA is not getting the current staff skills base, expertise and examples of good practice across to parents.
- The largest area of concern is 'specialism' – Richmond needs to sell itself and celebrate it's achievements to a far greater degree.
- Are the staff at Stanley Unit going to receive the same significant 'specialist' training as that that is available at the GTC?
- Parents are not hearing 'outcomes for children' in the LA's feedback, instead we are not seeing beyond numbers in this presentation to date.
- What about those children stuck on P Levels, who questions this? A new approach is needed if no progress is achieved.
- Would like to see case studies showing examples of what has worked well in borough and why.
- There appears to be an element of 'baby sitting' within our in borough provision.
- When looking at staffing levels of 3.5 staff :12 children in some of our units, does this mean that these children are 'moderate ASC'? Children at the more severe end of ASC could not possibly have their needs met at these staffing levels.
- Children at the assessment phase need to be taken into consideration when looking at ratios. For example, can children toilet themselves ahead

of entering a unit, these are practical issues that must be taken into account.

- Could there be a safety net in place, for example, a checklist to ensure children aren't just shoved into a unit?
- Slowly but surely parents are 'opting out' of in borough provision. For example, some parents make the choice to finance private SLT independently though this is not always possible.

(PG)

Concerns:

- Are therapies included in the LA's calculations for independent special school placements (£5.5 million)?
- Discussion held on progress, how does the LA monitor or challenge this?
- What is the rationale behind staffing levels and a reduction in space?
- Governing bodies must take their responsibility seriously in terms of placement referrals and the LA must challenge this. It is the duty of governors to look carefully at whether provision can meet a child's needs, this is an identified task for governors and as such appropriate systems need to be in place to meet this requirement.
- In light of the recent Lamb Inquiry, is the borough's therapy and health provision robust enough? Statements appear to say one thing but the provision is quite different in reality.

(U)

Concerns:

- How does the LA decide on staffing levels in our units?
- No Key Stage 2 provision for children with severe ASC other than Strathmore, therefore many parents choose to look out of the borough.
- There is not enough information sent out to parents on (for example), what my child will achieve? Aims and goals, and outcomes. Could something incorporating this information be sent out to parents at transition stage?

SEN Provision Review

Public Consultation Meeting

20 October 2009 at 4.15pm

Holy Trinity CE Primary School

Attendees:

Colin Herrick – SEN Project Manager

Geraldine Herage - Head of Services for Children with Disabilities & Learning Difficulties

Catherine Marks (Minutes) – Senior SEN Case Officer
Headteacher **(HT)**

One Parent **(P)**

Chair of Governors at Holy Trinity **(CG)**

SEN Governor at Holy Trinity **(SG)**

Key:

Local Authority (LA)

(P)

Concerns:

- Emotional upheaval affecting performance.
- Concerns about 'how' the borough supports the school during the proposed changes.
- What provision will be in place to support those pupils with emotional difficulties?

(HT)

Concerns:

- Positive feedback and comments received regarding the LA's proposals to date. The proposed changes are considered to be a positive enhancement for the school.
- Oldfield House Unit – Is this to become a centre of excellence? Will this unit continue to provide support, training, outreach and expertise as needed?
- Will there be adequate provision to account for critical incidents to ensure there are necessary staff and resources to cope with this avoiding a detrimental effect on the school?
- It would be extremely beneficial for schools to share ideas, expertise and training (on a regular basis). Supporting each other will ensure success.

(SG)

Concerns:

- The proposed plans seem a good idea; Holy Trinity is a good school. The concern being for the current pupils, their voice is strong and their thoughts should be tapped into.
- Training budget and strategies in place for non teaching staff.

(CG)

Concerns:

- Parental views referred to the CG have centred on potential disruption to established classes.