

Appendix 1

SEND Sufficiency Consultation Report

Overview

a) Area

Rotherham Metropolitan Borough Council commissioned an independent organisation, SEND4CHANGE, to undertake a sufficiency exercise concerned with specialist provision for pupils with special educational needs and/or disability (SEND). Data was gathered by SEND4CHANGE in close collaboration with key officers of the Council from the Inclusion, Pupil Place Planning and School High Needs Finance teams. The main focus of the project has been to assist with projecting future demand for SEND educational provision in the Borough of Rotherham from 2017 to 2021.

b) Introduction

This consultation statement provides the details of the consultation process undertaken as part of the Rotherham Metropolitan Borough Council (RMBC) proposal to increase the Special Educational Needs and Disability (SEND) provision in the borough, as set out in the SEND Strategy 2017/18

Rotherham Metropolitan Borough Council have undertaken work on the SEND Sufficiency development program since April 2015 and have undertaken a range of consultation activities as outlined below.

The consultations elicited a range of responses which have all been recorded and considered as part of the development of the RMBC SEND Sufficiency program

c) Consultation undertaken

RMBC's aim was to involve all stakeholders internal, external and in the community as much as possible through this consultation stage and to engage as wide a range of people as possible.

- To involve all stakeholders internal, external and in the community as much as possible through this consultation stage and to engage as wide a range of people as possible using a variety of approaches and communication and consultation techniques.
- To ensure that the consultation events take place at critical points in the process where decisions need to be made.

- To ensure that the results of consultation are fed back to local people and available as soon after the consultation events.
- As part of the requirement to consult and to publish details, a frequently asked questions page will also be added to the local offer site.

The purpose of the consultation was to raise awareness of the proposal to increase the number of SEND school places and provide an opportunity to all interested stakeholders to contribute, with the aim of establishing any concerns and issues affecting the local community and the longer term development of the SEND provision.

Consultation took place from 23rd October 2017 to 8th December 2017.

d) Details of stakeholders consulted

- SEND Specialists including; Autism Communication Team, Inclusion Support Services, Educational Psychology Service, Special School Leadership, Mental Health Services, Childrens Disability Team.
- Focus/Parent Groups, Specialist Groups and Parents 7 Carers including; Rotherham Parents Forum, SEND Information and Advice Support Service, Rotherham PVI Consortium, Young Person’s Consultation Forum, Autism Stakeholders Group
- Elected Members, MP’s, Parish Councils, Unions
- Schools/FE Colleges/ Private Providers
- Neighbouring Local Authorities and other interested parties

e) How

Stakeholders were consulted through various medium and events via the following:

Consultation Activity Date	Consult with	Consultation Method & Activities
27th October 2017	SEND specialists: Autism Communication Team, Inclusion Support Services, Educational Psychology Service, Special School leadership, Mental Health Services, Children’s Disability Team	Email
23rd October	Focus / parent groups, specialist groups, Parents and Carers:	Email - for information to RPCF; SENDIASS; VAR – (Face to Face consultation with

2017	Rotherham Parents Forum, SEND Information and Advice Support Service, Rotherham PVI Consortium Young Person's Consultation Forum, Autism Stakeholders Group	parents and young people sent to CYP Consortium 'Different But Equal Board' Request made to SENDIASS for a child friendly version.
23rd October 2017	Elected Members, MP's, Parish Councils, Unions	Email sent Members All MPs Parish Councils – with follow up letter to Committee Services. Unions email sent via Committee Service
23RD October 2017	Schools All / FE Colleges / Private providers/ Diocesan colleagues	Email - Schools All mainstream FE colleges and private providers Early Years providers – SENT to Nursery School settings and Children's Centres
26th October 2017	Neighbouring Local Authorities	
26TH October 2017	Other interested parties and stakeholders	SEND Local Offer
29th November	Parent Carer Forum	Consultation event

Consultation Responses

The responses from this consultation and focus groups were collated and are captured below:

12 Email responses received from the following areas:

- 2 Professionals
- 1 Provider
- 4 Schools
- 4 Public
- 1 Other – Local Authority

The SENDIASS Consultation involved **45 young people aged 3 to 19 (and 23 accompanying parents or staff)** at:

- School (8 children, 4 parents, 4 staff members)
 - School (22 children, 4 staff members)
 - Resource (6 children)
 - Telephone consultations (4 children, 4 parents)
 - SEND Youth Forum Meeting (5 children, 3 parents, 4 staff members)
- A separate report has been produced.

Parent Carer Forum Consultation

10 Parents (including members from Parents Forum)

The following responses were recorded from the above;

'Firstly, I think it that having a plan around sufficiency, and that it is so well structured is excellent.

I would urge that taken into account is staff specialism and ensuring all the right therapeutic services are commissioned to support with regard to the provision is also taken into account. Having specialist speech and language therapists, occupational therapists and educational psychology support can make a massive difference and ensure that needs can be considered holistically by a robust team around the child. When new local specialist provision has been opened in the past this has not always been the case and some of our provisions have needed to close – my view is this has been a factor.

I would cite as a good example of a holistic approach working; the external specialist support and specialism from staff has been thought about carefully. There is also real commitment to partnership with families and creative, sensitive outreach.

I do feel these are vital factors to be incorporated into the new provisions.'

'Fantastic news!'

'I am writing to support the proposals for the additional places across Rotherham so that we can better meet the needs of students in the borough. This makes economical sense for the LA but more importantly social and emotional sense for the children and their families.'

'Youth and community leaders are paid far to much '

'It is a good idea to have more local educational provision.'

'However the information only mentions locations and 'types' of provision but there are many other important considerations in my view.

One of the (important) things on offer in many of the independent out of area schools in which our local children and young people are placed (out of area) are appropriately trained therapists (sensory trained occupational therapists, general occupational therapists, speech and language therapists, psychologists to name a few). If these new provisions do not have these staff (even if not on site all time they will need to be enough capacity to visit each site regularly) as well as teachers and TA's, then they will not be replacing like for like provision, and these in area 'units' will not be providing all of what the young people need. The type of support and advice provided in the independent schools will not be available from the NHS provision (OT, SALT, psychologist) in our area.

I hope that if the units are attached to mainstream schools, then the budgets will be protected and not absorbed into everyday running of the whole school; and also that children will not be forced into mainstream classrooms before they are ready.

I also wonder about post 16 provision. This is an area for which there is very little available at present, particularly for those with more complex needs.

Consideration also needs to be given to the design of the new provisions and I hope that input will be sought from children, young people and families as well as local practitioners e.g. autism communication team as to what would be a more suitable environment for someone with e.g. autism '

'There doesn't seem to be any provision for physically disabled children who need 1 to 1 support in mainstream settings. The Academy chains are making it impossible for children within this group to have the correct provision and support within a mainstream setting. No one is overseeing the inadequate provision provided or even policing it as the Education authority have no jurisdiction over the Academies. Because of this mainstream schools are failing Disabled children even though EHCP plans are in place as they are not being adhered to. Sadly I speak from personal experience and believe this is another group of children who are being failed as mainstream schools battle to keep funding for these children separate to other funding so they can spend on what they want.'

'The overall response from participants to the proposals was positive. All participants thought increasing the number of places within Rotherham was good and necessary, and that the proposal of increasing provision in a number of locations throughout the borough had some benefits. Some wondered if less locations, with more children at each, might improve access staff expertise, and to friendship groups (in and out of school) which was the priority for almost all participants.

Whilst we expected the topic of transport to the settings to be a major factor, this was rarely raised. Young people did feel that a long journey should be avoided where possible, but were pragmatic about the need to travel to the right school, and therefore this subject does not feature significantly in the report.

Participants volunteered their opinions and ideas willingly. Art activities enabled young people with limited verbal capacity to contribute. Participants in general seemed to enjoy the opportunity to communicate their ideas directly to the local authority and were impressed that they were able to ask questions with a promise of an answer.

For some children and young people, this consultation may have been their first taste of being asked to share their opinions and thoughts about something such as SEND provision. As such, there were some comments such as "I do think we should have animals but they won't really do it." Some young people showed an awareness of financial and practical restrictions, making comments like "I have loads of ideas, but they will just do whatever's cheapest."

The young participants had high aspirations for themselves, and wanted their schools to be places where they might be encouraged to believe their ambitions were possible. The atmosphere was one of hope that this might happen, and an acceptance that this might not. "Don't just say it. Do it"

'..... have read the information about supporting children with additional needs and extending their support.

The info only seems to relate to children who are of full time school age and does not include or discuss children who are in Early Years. Is there a reason for this?'

'The proposals below are an outline and do not constitute the full detail to do with the proposals by to support RMBC with the Sufficiency Plan. We see the value of additional provision in Rotherham based on a site with 70 years of experience and staff fully trained and adaptable. There is a need to retain and extend our provision and we also see the opportunity to widen the scope for pupils to mix and support each other and to be able to develop staff to meet internally a wider level of need and externally to advise and support educational provision to assist them with the challenges in their setting.

Newman has pioneered the value, efficiency and quality of additional provision within a Specialist setting. The is not only a high quality, well managed provision but it is also efficiently run and integrated with the main school at School. It provides Rotherham with an exemplar provision and for School it also provides a chance to make a difference with the educational provision across the school, shared expertise in behavioural management and an inclusive approach which is having a major impact on pupil development in both areas of the school. The I believe it would work better and more efficiently if we were able to offer a separate Primary provision for up to 10 places for Complex Needs/ASC adjacent to the current building and run as with within the school setting, but also separate to ensure pupil safety and familiarity. Within this additional provision I think there is capacity to extend beyond 20 the numbers for, within a remodelling of provision on site.

I think the sufficiency report for EYFS places is off the mark with 10 places, however more importantly it is off the mark in not addressing the process change around placement that is required. is keen to build upon its excellent EYFS provision and we would welcome a revised brief not only to extend provision to include the additional 10 additional places but to have an assessment role for a number of young people on a short term basis with eventual signposting to either mainstream (with on-going support and outreach) to MLD Special School with an established relationship with for example or for continuity in School. The proposed EYFS provision would be in the which is a separate building and would facilitate quality continuous provision inside and outside. It would offer a separate entrance and would allow a separation between a Special School offer and one similar to a PVI type setting. I have worked with an assessment model before

and believe linking with at RMBC we can offer outstanding, integrated and personalised provision. It would also facilitate the opportunity to move our existing provision from the inadequate area and changing facilities to a fit for purpose building.

Post 16 and post 19.

..... has traditionally accepted young people from a variety of schools whose needs do not fit within an FE provision model. I am committed to developing positive and dynamic 16-25 provision in Rotherham for the long term needs of Employability and Independent Living. Far too many of our young people see the answer to out of area or part-time repetition at FE Colleges in provision which does nothing to provide good outcomes for their adult life in terms of work or independent housing. I would aim for to be the centre of a partnership to facilitate provision with outstanding outcomes for young people. The partnership goal would be to ensure that our young people are always less dependent and where possible fully independent. Costing will always be less if economies of scale are accepted. Therefore the proposal would include MLD, SLD, ASC as well as some PMLD pupils. The provision would be for about 70 16-19 year olds and about 50 19-25 year olds, costings would be at the levels within a school setting or slightly higher if staffing levels are higher for a particular activity. It would include a Supported Internship model and would have strong links to the adult disability team for independent living skills. In addition the provision would include both a social centre for pupils to support their social life and out of college activities and would also enable parents to visit to get advice, support and signposting if and when required. Using ESFA funding the Element 1 and 2 costs would be paid and would represent excellent value for money. I personally have experience in establishing a 19-25 Employability College, a model and working with adult social care to reduce dependency in independent living.

In conclusion the offer of to develop EYFS provision, to extend and expand and to lead and co-ordinate 16-25 provision meets the needs of RMBC and offers tremendous value for money for the HNB. It would build on current practice and skills and offer pupils and parents security. It would mean that we could work with RMBC to enhance the building environment to better meet the current pupils as well as expand to meet the new needs of the pupils. We have set out three areas, but we feel that the approach of the school and the Governors mean we are happy to engage in a dialogue to see whether the needs of RMBC and the opportunities at could go beyond the outline case of these three areas.'

'It is certainly clear that specialist provision for pupils with special educational needs and/or disabilities in Rotherham is oversubscribed with places in high demand. We recognise this at and would be happy to contribute towards future planning to ensure sufficient places are available to those pupils who require specialist provision. The benefit of extending a current provision is that pupils would benefit from the outstanding elements of an established provision, such as experienced and skilled staff. could offer to increase pupil places by 17% to create an additional 20 places for pupils with ASD and/or complex needs. This would require an initial capital investment for building costs and continued funding in line with current/proposed school funding. On the we have large playground spaces, with large grassed areas and a substantial field that is mainly only used through the spring and summer months due to the ground often being damp. These spaces could potentially be utilized better. In addition to the above suggestions we would also like to move the..... After a recent site visit and discussions with an independent buildings

manager we identified potential areas of school that could either be built around or where new buildings could be added. Potentially the two developments could both alleviate the difficulties of a split site school and help to accommodate some of the growth in numbers of pupils with special educational needs and/or disabilities. School is keen to work with RMBC to improve local capacity to meet the needs of a growing population. We are happy to discuss these proposals further if they offer any possible solutions to the provision required as identified in the sufficiency plan. ‘

‘Sounds great to have more childrens services. However my concern is that having a son (12) who has been diagnosed asd by Rotherham camhs and discharged because they can only offer a diagnose service, there is no other clear provision for help and support within the borough..... How is situation to change so my son gets his means met? ‘

Parents Carer Forum Consultation made a number of points that they wanted to be taken into consideration as work on improving and increasing SEND provision progressed. These were;

- *There is a legacy of scepticism from some parents due to past experiences but they want to work closely with the Local Authority to improve provision moving forward*
- *There should be more challenge to and accountability from mainstream schools and colleges who are not delivering a graduated response for all types of need.*
- *Schools receiving funding for special education should be held accountable for that funding*
- *There is a need for more training as parents feel that some mainstream teachers do not understand the needs of SEND children, in some cases, the basic knowledge of a need is absent.*
- *There needs to be a culture change around education so that inclusive schools are recognised for their work, in the same way that schools are recognised for their work to improve academic standards*
- *There is a strong feeling amongst parents that the system within mainstream needs to change or the need for specialist places will continue to rise.*
- *Children should be able to access provision which ensures they can reach their academic potential, even if they have additional or special needs.*
- *Would like to do a piece of work that investigates what improved and ‘good’ SEND provision would look like for parents and children.*
- *There is no mention of bespoke packages in the plan to increase places and how they fit in*
- *There was no description in the plan of what staffing in the increased provision will look like*
- *Access to therapies is vital for schools to put in place for children*
- *There was agreement in the room that more provision is needed for children and young people with autism who are able.*
- *Too much of an increase in special provision will look like segregation rather than inclusion*
- *Parents stated they would be happy with less ‘special’ provision if the offer within mainstream was of higher quality.*

- *There needs to be more work on the post 16 offer which is felt to be very poor in Rotherham by parents*
- *Parents need to know the LA is listening to their concerns about mainstream education*
- *Is there any scope for schools who provide good inclusive education to be financially rewarded?*
- *There is no mention of any additional provision for severe dyslexia*
- *We need to consider how the use of personal budgets can contribute to a better offer*
- *Parents wished to express their concern over the challenges faced by mainstream schools in relation to academic outcomes, and the difficulty this can cause when trying to be inclusive.*
- *We should use this opportunity to replicate good practice within and outside the LA to ensure children can access quality in borough.*
- *There is an acknowledgement from parents that to make the culture change that is needed to improve the whole system will take some time but they are keen to work together to do this.*