

**Date:** 23 September 2022

**Title of report:** Developing Special Educational Needs (SEND) Additionally Resourced Provision in mainstream schools – outcome report.

**Purpose of report:** To present the outcomes from the non-statutory consultation on proposals for new Additionally Resourced Provisions (ARPs) in mainstream schools, specialising in social, emotional and mental health (SEMH); cognition and learning (C&L); and complex communication and interaction (CCI) needs.

## 1. Background

Between 24 June and 22 July 2022, a non-statutory consultation took place on the first phase of proposals for new Additionally Resourced Provisions (ARPs) in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs. This report details the findings from the consultation which can be taken into account when decisions are made about the next steps for the proposals. The consultation document can be found at Appendix A, the consultation strategy and methodology at Appendix B, and the distribution list for the consultation document at Appendix C.

An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. The first phase of proposals is intended to increase the number and geographical spread of ARP provision and is outlined in the table below:

Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
<b>Social, Emotional and Mental Health Needs</b>					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	
<b>Complex Communication and Interaction Needs</b>					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central*	Existing provision in the North.

Netherhall Learning Campus Junior School	Primary	Maintained	12		Proposals deliver provision in Central Kirklees.
Netherhall Learning Campus High School	Secondary	Maintained	20		Proposals also deliver primary through to secondary provision on one central site.
<b>Cognition and Learning</b>					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

\* *Technically South in terms of school organisation but relatively central by distance*

There are more schools that have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be the subject of a future consultation.

The consultation also included an additional proposal to remove the registered ARP for five transitional places associated with Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School. This ARP has not been operational for two years due to a lack of demand for places.

## 2. Response to Consultation

**Question:** Do you support or oppose the proposals relating to Developing Special Educational Needs (SEND) provision in mainstream schools?

The Council received 52 responses from a range of stakeholders. All responses are included in full in Appendix D. The types of stakeholders responding to the consultation are detailed in the table below.

<b>Type of respondent</b>		
<b>Respondent</b>	<b>Number of respondents</b>	<b>% of respondents</b>
Parents/Carers	39	55%
Pupils	1	1%
Staff Members	12	17%
Governors	5	7%
Local Residents	7	10%
Other	7	10%
	<b>71</b>	

*Note: Some respondents have classified themselves as belonging to more than one stakeholder group and have therefore been counted in more than one group in this*

table (52 actual respondents logged as 71 stakeholder views in the above table)

The table above shows 55% of respondents were parents, carers or pupils, 17% of respondents were members of school staff, 7% were school governors, and 10% were local residents.

### Summary by response type

Summary by response type	Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know	Total
	34	5	4	1	6	2	52
	65%	10%	8%	2%	12%	4%	

Note: Where respondents have classified themselves in more than one category, their response has been counted only once in this table.

This table provides a summary of the responses received and is included in order that the overall level of support or opposition to the proposals can be clearly established.

It shows that 75% of respondents either strongly support or support the proposals. 14% of respondents oppose or strongly oppose the proposals. 8% of respondents neither support nor oppose the proposals and 4% don't know whether they support or oppose the proposals.

### Responses from parents/carers

Responses of parents/carers	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	26	4	3	0	4	2	39
	67%	10%	8%	0%	10%	5%	

- This table shows the distribution of responses from parents/carers, 39 responses were received.
- 77% of this group of respondents strongly supports or supports the proposals, with 10% opposing or strongly opposing the proposals.

### Responses from Staff

Responses from individual staff	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	10	1	1	0	0	0	12
	83%	8%	8%	0%	0%	0%	

This table shows the distribution of responses from individual staff members from various schools. A total of 12 responses were received from members of school

staff. 91% strongly support or support the proposals. Only one of the respondents “neither supports nor opposes” the proposals. The low number of responses from this category of stakeholder should be noted.

### Responses from Governors.

Responses from governors	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	4	1	0	0	0	0	5
	80%	20%	0%	0%	0%	0%	

This table shows responses from Governors. A total of 5 responses were received. 100% of governors strongly support or support the proposal. The very low number of responses from this category of stakeholder should be noted.

### Responses from other respondents

Responses from other respondents	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
Local Residents	5	1	0	0	0	1	7
Pupil	0	0	0	0	1	0	1
Other	3	1	0	1	1	1	7
	8	2	0	1	2	2	15
	53%	13%	0%	7%	13%	13%	

This table shows responses from other respondents including Local Residents. A total of 15 responses were received, 66% of which strongly supported or supported the proposals. 20% of these respondents strongly opposed or opposed the proposals and 9% were categorised as “don't know”. The low number of responses from these categories of stakeholder should be noted.

## Key Themes from the Consultation Responses

The responses to the consultation question ‘**Do you support or oppose the proposals relating to Developing Special Educational Needs (SEND) provision in mainstream schools?**’ have been analysed to identify key themes and these have been summarised along with an officer commentary below:

<b>Key Theme: Current provision</b>	
<b>Summary response</b>	<b>Officer commentary</b>
<p>Many respondents highlighted the current lack of specialist provision, both in mainstream schools and special schools, particularly in North Kirklees.</p> <p>There is a strong response from all respondents who support the proposals the introduction of additional provision in Kirklees is a positive step.</p> <p>Respondents supporting the proposals provided positive feedback about similar provisions that have helped pupils/children and their families.</p>	<p>Many children and young people with additional learning needs can make better, more sustained progress when they attend an Additionally Resourced Provision in a mainstream school. This gives children and young people the opportunity to work in a smaller, more nurturing environment as needed, with access to specialist teaching and support staff and resources.</p> <p>We want to build on the existing ARPs we currently have across the borough which are very successfully meeting children’s needs and enabling positive outcomes. This view has been supported by our engagement with families and young people who attend these ARPs and was also recognised in our recent Local Area SEND Ofsted inspection.</p> <p>The ARP proposals are intended to increase provision for some areas of need and improve the geographical spread of ARP provision across Kirklees, ensuring we can meet the needs of more children and young people with SEND across the whole of Kirklees.</p>
<b>Key Theme: Specialist knowledge of teaching staff</b>	
<b>Summary response</b>	<b>Officer commentary</b>
<p>There was wide concern from both respondents who support the proposals and those who oppose them that there are not enough qualified specialist teaching staff for children with SEND, coupled with a lack of knowledge and training amongst teaching staff in mainstream school.</p>	<p>ARPs can offer pupils:</p> <ul style="list-style-type: none"> <li>• teaching and support staff with additional specialist knowledge, skills, expertise and allocated time in a particular area of SEND;</li> <li>• lessons in mainstream classes, but with additional specialist resources and teaching;</li> <li>• additional Educational Psychologist and specialist health input as necessary.</li> </ul>

	<p>In addition, mainstream schools with ARPs on site can benefit across the school from the enhanced specialism in their staff teams, enabling the wider school to access more specialist training and resources.</p>
<p><b>Key theme: Local provision</b></p>	
<p><b>Summary response</b></p>	<p><b>Officer commentary</b></p>
<p>Some respondents who support or have neutral views on the proposals commented on the long travelling times to current provision and how it would be better for children to have their needs met locally in a familiar environment.</p>	<p>The greatest proportion of provision is currently located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. One of the cornerstones of our SEND transformation plan is creating more provision within Kirklees to ensure there is sufficient capacity to meet need locally wherever possible. The ARP proposals are intended to improve the geographical spread of SEND provision across Kirklees, reducing travelling times for pupils by enabling them to access suitable provision closer to home.</p>
<p><b>Key Theme: SEMH provision</b></p>	
<p><b>Summary response</b></p>	<p><b>Officer commentary</b></p>
<p>Respondents who supported the proposals mentioned the importance of there being adequate provision for children with SEMH needs.</p>	<p>There are currently no ARPs in Kirklees specialising in Social, Emotional and Mental Health (SEMH) needs, despite growing demand, so we absolutely agree. We are pleased that this first phase of proposals includes two ARPs specialising in SEMH based in primary schools. One in the North and one in South of Kirklees. Work is already underway on a second phase and we hope this will include proposals for further SEMH provision, including in at least one secondary school.</p> <p>In addition to this we also have plans in place to expand our “Alternative Provision” offer which will further meet the needs of pupils with SEMH needs.</p>

<b>Key Theme: Learning environment</b>	
<b>Summary response</b>	<b>Officer commentary</b>
<p>Respondents who opposed the proposals expressed concern about how children with SEND would cope with lessons taught in mainstream schools.</p> <p>Others commented that the school environment was an important consideration and were worried that high schools in particular could be noisy, crowded and intimidating for children with SEND.</p>	<p>ARPs provide small, nurturing specialist environments which support the learning, behaviour and social and emotional needs of each pupil. The accommodation and environment is adapted to meet need. Each ARP is an integral part of the school and specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person.</p> <p>When pupils are ready to attend mainstream lessons and activities, they will usually be accompanied with specialist staff (unless it is more appropriate to offer opportunities for independence). The amount of time spent in mainstream lessons as opposed to within the ARP base will be very much flexible, dependent upon the needs of each child. For example, some young people may spend 100% of their time in the ARP initially, building up to increased time in mainstream, only if and when they are ready.</p>
<b>Key Theme: Bullying</b>	
<b>Summary response</b>	<b>Officer commentary</b>
<p>A theme among responses from those who opposed the proposals was concern about bullying of children with SEND attending lessons in mainstream school and that not enough is being done to tackle this.</p>	<p>All schools are required to have an anti-bullying policy and be vigilant in ensuring bullying is not enabled in school.</p> <p>ARPs offer small, nurturing environments, with an opportunity to focus on social and emotional development as well as academic areas. ARPs offer “key worker” systems whereby children and young people develop trusting relationships with key staff – therefore enabling them to raise any worries or concerns they may have.</p> <p>As outlined above, if ARP pupils do attend lessons in the mainstream, they will almost always be alongside specialist staff, supporting them throughout the lesson.</p>

**Question: Do you support or oppose the proposals relating to the removal of the Physical needs ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?**

The Council received 51 responses from a range of stakeholders. All responses are included in full in Appendix D. The types of stakeholders responding to the consultation are detailed in the table below.

<b>Type of respondent</b>		
<b>Respondent</b>	<b>Responses per stakeholder</b>	<b>% of responses</b>
Parents/Carers	38	75%
Pupils	1	2%
Staff Members	11	22%
Governors	4	8%
Local Residents	6	12%
Other	7	14%
	<b>67</b>	

*Note: Some respondents have classified themselves as belonging to more than one stakeholder group and have therefore been counted in more than one group in this table (51 actual respondents logged as 67 stakeholder views in the above table)*

The table above shows 77% of respondents were parents, carers or pupils, 22% of respondents were members of school staff, 8% were school governors, and 12% were local residents. 14% were other respondents. It should be noted that none of the parents/carers, pupil, staff members or governors who responded were from Netherhall St James CE(VC) I & N or Netherhall Learning Campus Junior School.

**Summary of respondents by response type.**

<b>Summary table by response type</b>	<b>strongly support</b>	<b>support</b>	<b>neither support nor oppose</b>	<b>oppose</b>	<b>strongly oppose</b>	<b>don't know</b>	<b>Total</b>
	<b>1</b>	<b>5</b>	<b>20</b>	<b>4</b>	<b>5</b>	<b>16</b>	<b>51</b>
	<b>2%</b>	<b>10%</b>	<b>39%</b>	<b>8%</b>	<b>10%</b>	<b>31%</b>	

*Note: Where respondents have classified themselves in more than one category, their response has been counted only once in this table.*

This table provides a summary of the responses received and is included in order that the overall level of support and opposition to the proposals can be clearly established, from the responses received.

It shows that only 12% of respondents either strongly supported or supported the proposals. 39% of respondents neither supported nor opposed the proposals with 18% of respondents opposing or strongly opposing the proposals. 31% were categorised as didn't know whether or not they supported the proposals.



### Responses from parents/carers.

Responses of parents/carers	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
Total	0	3	15	3	5	12	38
	0%	8%	39%	8%	13%	32%	

This table shows the distribution of responses from parents/carers, 38 responses were received.

Only 8% of parents/carers who responded supported the proposals, while 21% opposed or strongly opposed the proposals. The largest percentage of parents/carers who responded – 71% - neither supported nor opposed the proposal or didn't know whether they supported or opposed it.

### Responses from Staff.

Responses from individual staff	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	1	3	4	0	0	3	11
	9%	27%	36%	0%	0%	27%	

The table above shows the distribution of responses from individual staff members from various schools. A total of 11 responses received from staff members (none of whom work at Netherhall St James CE (VC) I & N School or Netherhall Learning Campus Junior School). 36% strongly supported or supported the proposals and a total of 63% neither supported nor opposed the proposal. No staff members who responded opposed or strongly opposed the proposal. The low number of responses should be noted.

### Responses from Governors.

Responses from governors	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
	0	1	1	0	0	2	4
	0%	25%	25%	0%	0%	50%	

The table above shows responses from governors, none of whom are governors at Netherhall St James CE (VC) I & N School or Netherhall Learning campus Junior School. A total of 4 responses were received. 25% of governors strongly supported or supported the proposal, while the remaining 75% neither supported nor oppose the proposal or didn't know whether they supported or opposed the proposal. The very low number of responses should be noted.

### Responses from other respondents

Responses from other respondents	strongly support	support	neither support nor oppose	oppose	strongly oppose	don't know	total
Local Residents	0	0	1	1	0	4	6
Kirklees Councillor	0	0	0	0	0	1	1
Other	0	0	0	0	0	0	0
	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>7</b>
	<b>0%</b>	<b>0%</b>	<b>14%</b>	<b>14%</b>	<b>0%</b>	<b>71%</b>	

This table shows responses from other respondents including Local Residents. A total of 7 responses were received. None of these respondents supported or strongly supported the proposal. 71% didn't know whether they supported or opposed the proposal. The very low number of responses should be noted.

### 3. Key themes from the consultation responses.

The responses to the consultation question '**Do you support or oppose the proposals relating to the removal of the Physical Needs ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?**' have been analysed to identify key themes and these have been summarised along with an officer commentary below:

Key Theme: Lack of knowledge about provision	
Summary response	Officer commentary
Many respondents stated they do not know enough about the current provision to comment.	<p>We have carried out careful needs analysis to consider what sort of provision there is current need and demand for across Kirklees. This is primarily in the areas of SEMH and CCI.</p> <p>The existing provision has not had any pupils attending or any new referrals for 3 years now. The original provision was set up for 5 pupils, on "transitional" places (short term) but was never full.</p>

<b>Key Theme: Future demand</b>	
<b>Summary response</b>	<b>Officer commentary</b>
Some respondents suggested stronger evidence was needed to prove the provision will not be required in the future and why it hadn't been utilised.	<p>Children with a physical disability should be able to attend their local mainstream school, with their peers. In Kirklees we pride ourself on our Inclusive offer and, in line with parental preference, we support schools to make adaptations to their buildings and environments, where needed, to ensure they are fully inclusive.</p> <p>Over the last three years we have developed a highly successful Outreach Service for pupils with Physical needs. The service works closely with children, families and schools across Kirklees to ensure our mainstream schools are accessible and children and young people are able to be successful. With the success of this team, we have no longer required a separate provision for pupils with physical disabilities which is why it is no longer in use.</p>
<b>Key theme: Reduced provision</b>	
<b>Summary response</b>	<b>Officer commentary</b>
Those opposing the proposal queried why this provision was being removed if there is currently a lack of ARPs and the overall aim is to increase provision across Kirklees.	Despite the removal of these five transitional places for Physical needs, overall the proposals for new ARPs will result in an increase in the number and geographical spread of provision in Kirklees. This includes more places on the Netherhall Learning Campus. The proposals for new ARPs are intended to increase provision for some specific areas of need – in this case specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs. There are currently no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.
<b>Key Theme: Other alternatives</b>	
<b>Summary response</b>	<b>Officer commentary</b>
Respondents who opposed or were neutral about the proposal asked whether the provision could be improved or replaced elsewhere, or the space	There are proposals in the same consultation to create more ARP places than those which are being considered for removal on the Netherhall Learning

repurposed into another type of ARP.	Campus.
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## Summary of the consultation responses

### **Proposals for new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs:**

The majority of respondents to the consultation were parents and carers. Overall, there was a positive response to the proposals, with a significant majority of respondents strongly supporting or supporting them.

### **Proposal to remove the Physical Impairment ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School:**

Three quarters of respondents to the consultation were parents and carers. There was a mixed response to the proposal. Although only 12% of respondents strongly supported or supported the proposal, the proportion who opposed or strongly opposed the proposal was not much greater (16%). Most respondents neither supported nor opposed the proposal or didn't know whether they supported or opposed the proposal.

## Conclusion from the consultation responses

The conclusion to be drawn from the non-statutory consultation is that there is a very good level of support from a large majority of respondents for establishing new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs. Respondents commented that the introduction of additional provision was a positive step and that it was better for children to be able to access provision closer to home.

Some concerns were raised about the proposals including the level of specialist SEND knowledge among teaching staff and the suitability of the learning environment for children with additional needs. The Local Authority expectation is that those employed to work within an ARP will be specialists in their areas of SEND, and further training and development will be provided. Additionally, the learning environments will be specifically adapted to meet need.

There was a more mixed response to the proposal to remove the Physical Impairment ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School with some respondent asking for further information. Overall the proportion of respondents opposed or strongly opposed to the proposal was low and further information has been provided in the Officer responses above about the reasons why five transitional places for pupils with a physical disability are no longer required.

#### **4. Next Steps:**

##### **Proposals relating to maintained schools**

On 26<sup>th</sup> July 2022 Kirklees Cabinet approved delegated authority for the Strategic Director for Children's Services to take account of the outcomes of a non-statutory consultation to establish, change or discontinue ARPs and arrange for the Council to publish related statutory proposal. This consideration will take place as soon as possible.

##### **Proposals relating to academies**

Taking account of the outcomes from this non-statutory consultation, Academy Trust can decide if they wish to progress a proposal related to one of their academies by submitting a related business case to the Department for Education. The Council will continue to work closely with Academy Trusts, providing support as required.

## Appendix A

### Consultation Document



# Developing Special Educational Needs (SEND) provision in mainstream schools

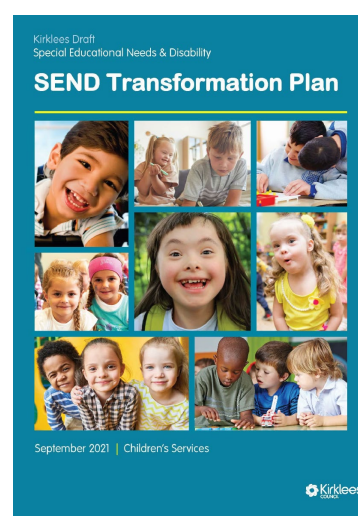
Consultation on the proposal for new **Additionally Resourced Provisions** in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs.

## Introduction and Background

Our vision for children and young people in Kirklees is that they have the best start in life. Our aspirations for children and young people with SEND are no different to those we hold for all children.

62,665 pupils between the age of 4 and 16 years attend 170 publicly funded mainstream schools in Kirklees - from infant to secondary and all-through schools. There is a diverse mixture of maintained schools and academies within Kirklees. There are 10,098 pupils aged 4 to 16 years with SEND - 7,866 at SEND Support and 2,232 with Education, Health and Care Plans (EHCPs). Of these, 9,407 pupils are educated in mainstream schools and settings and 691 in special schools (Spring 2022).

Our partnership across Education, Health and Social Care aims to improve the lives and life chances of children and young people (aged 0-25) with SEND. We will achieve this through delivering our [SEND Transformation Plan](#) which focuses on early identification of needs, key strategic investment to flexibly increase capacity and sufficiency, effective transitions for our children as they grow, and a focus on inclusivity across all our settings and provision.

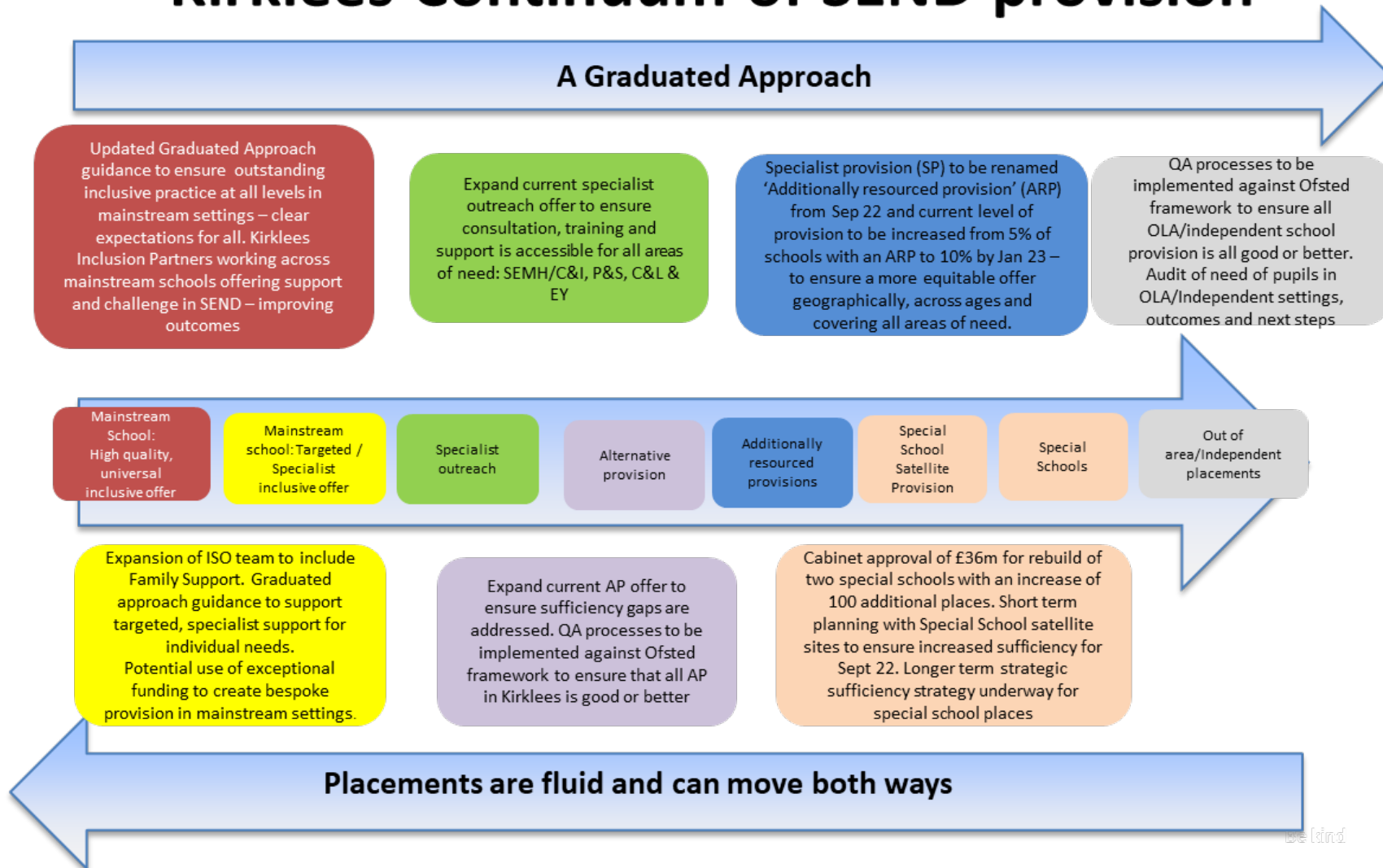


Within our SEND Transformation Plan we have worked with stakeholders across Kirklees to develop our 'Inclusive Ambitions', which are:

- Responsive and holistic early intervention
- Culture of trust with parents and families
- Inclusive practice in the community and within education settings
- Children and young people thriving in education settings and celebrating more holistic outcomes and achievements
- An integrated system
- Embedding a shared culture of proactivity, holistic skills and knowledge
- Supporting children to have clear aspirations with a focus on preparing for adulthood

A key strand of the SEND Transformation Plan is 'Commissioning and Sufficiency', which includes improving local sufficiency of places across a graduated approach model.

# Kirklees Continuum of SEND provision





## **What is Additionally Resourced Provision (ARP)?**

Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. ARPs can offer:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school.

### **Our existing ARPs**

We already have Additionally Resourced Provisions in Kirklees (although we currently call these specialist provisions). The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

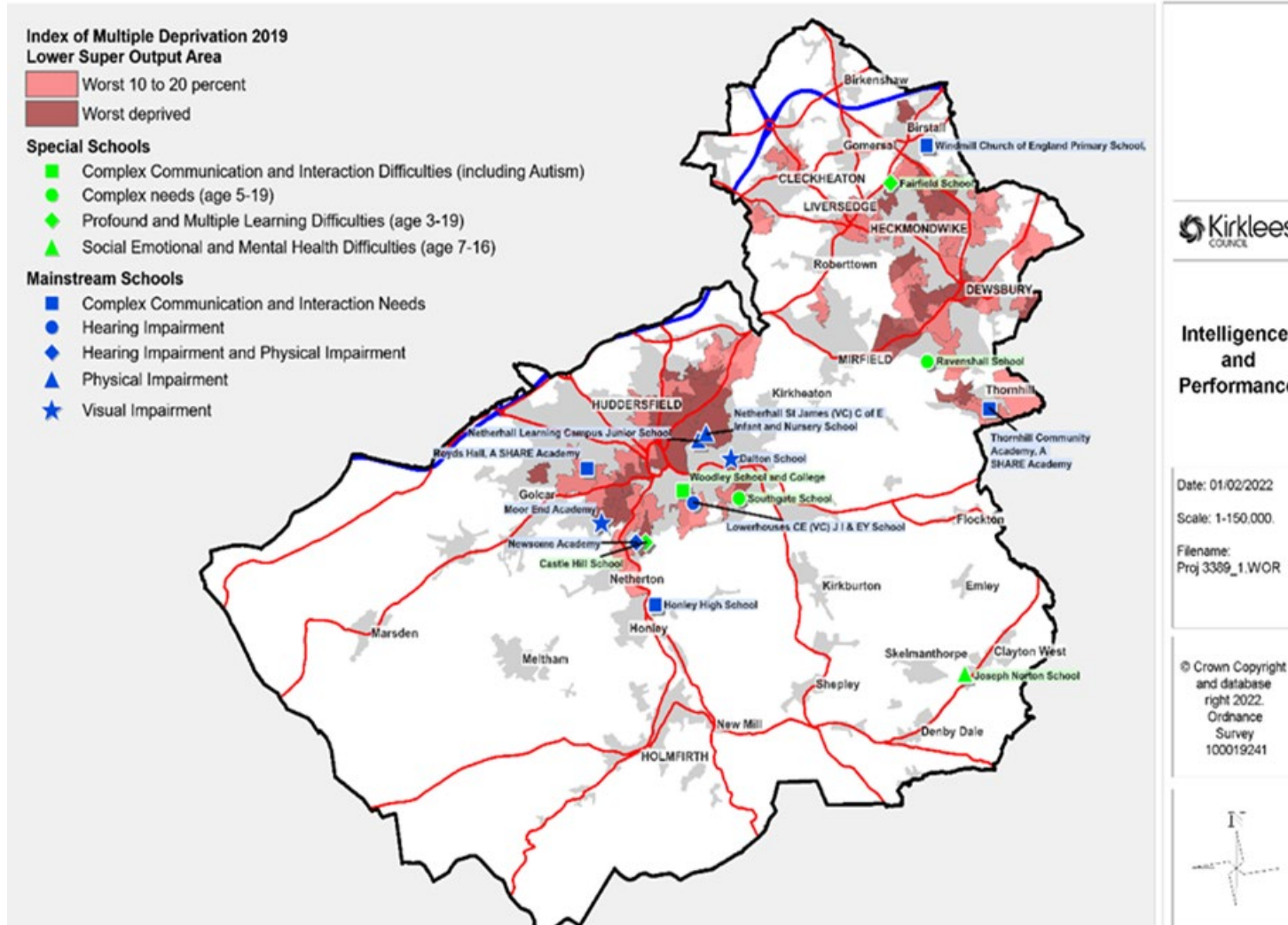
Currently we have nine ARPs hosted at mainstream schools in Kirklees. This equates to around 5% of our schools. The greatest proportion of provision is located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. There are no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.

**Existing ARPs:**

<b>Strand</b>	<b>Primary</b>	<b>Secondary</b>
<b>Hearing Impairment</b>	<b>Lowerhouses CE (VC) JI &amp; EY School (South)</b> 14 places	<b>Newsome Academy (South)</b> 14 places
<b>Visual Impairment</b>	<b>Dalton School (South)</b> 14 places	<b>Moor End Academy (South)</b> 14 places
<b>Complex Communication and Interaction Needs</b>	<b>Windmill Church of England Primary School (North)</b> 12 places	<b>Royds Hall Community School (South)</b> 24 places <b>Honley High School (South)</b> 20 places <b>Thornhill Community Academy (North)</b> 20 places
<b>Physical Impairment</b>	see additional proposal below	<b>Newsome Academy (South)</b> 14 places

## Location of existing provision

### Special Schools and Mainstream Specialist Provision



**Additionally Resourced Provision** in Kirklees has been known up to now as Specialist Provision.

In this document and going forward, we will refer to all such provision as **Additionally Resourced Provision**.

This will bring us in line with terminology used by the Department for Education and other local authorities.

## The proposals for new ARPs

Working in partnership with our schools, we have identified a first phase of proposals which are outlined in the table below. Our first phase of proposals is intended to increase the number and geographical spread of ARP provision. We have more schools who have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be the subject of a future consultation.

Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
<b>Social, Emotional and Mental Health Needs</b>					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	
<b>Complex Communication and Interaction Needs</b>					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central*	Existing provision in the North. Proposals deliver provision in Central Kirklees.
Netherhall Learning Campus Junior School	Primary	Maintained	12		
Netherhall Learning Campus High School	Secondary	Maintained	20		Proposals also deliver primary through to secondary provision on one central site.
<b>Cognition and Learning</b>					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

\* Technically South in terms of school organisation but relatively central by distance

### Additional Proposal

Although not operational for two years due to a lack of demand for places, Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School are registered as having ARP for 5 transitional places associated with Physical Impairment.

**Proposal:** Remove the registered provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School

### Admission and pupil numbers

Admissions to the ARPs follow a different procedure from that operating for the rest of the school. Admissions into the ARP will be through the Kirklees SEND decision-making groups. These groups include

representation from the Special Educational Needs & Disabilities Assessment and Commissioning Team, Educational Psychology, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

### **What happens next?**

This consultation is open between 24 June 2022 and 22 July 2022. During this time, we are inviting feedback about the proposals outlined in this consultation. You can express your views online, by email, or in person at a consultation event.

Once the consultation has finished, the next steps in the process will differ depending on whether a school is an academy or is maintained by the local authority.

### **Maintained schools**

All feedback will be published in a consultation outcome report. This will inform a decision by the local authority on whether to move to the next stage. Moving to the next stage for one or more of the proposals would mean the publication of legal notices and another chance to view the proposals and comment on them before a final decision is made. The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

<b>Milestone</b>	<b>Date</b>
Publication of consultation outcome report	August/September 2022
Publication of statutory notices and representation period	September/October 2022
Final decision by Cabinet (within 2 months)	November/December 2022
Implementation from	January 2023

### **Academies**

All feedback will be published in a consultation outcome report. This will inform a decision on whether to move to the next stage by the relevant Academy Trust. Moving to the next stage for one or more of the proposals would mean the Academy Trust will submit a significant change business case to the Regional Schools Commissioner (RSC) for approval.

<b>Milestone</b>	<b>Date</b>
Publication of consultation outcome report	August/September 2022
Significant change business case submitted to the RSC from	September 2022
Final decision by RSC	To be confirmed
Implementation from	January 2023

### **Have your say**

**Online:** You can take part in the consultation by completing the online consultation form on our website at:

**In person:** You can find out more about the proposals by attending one of the consultation drop-in sessions. Details of these events will be published on the following website: [www.kirklees.gov.uk/schoolorganisation](http://www.kirklees.gov.uk/schoolorganisation)

**Email:** Please note that you can contact us via email should you have any queries regarding these proposals. Please send emails to: [school.organisation@kirklees.gov.uk](mailto:school.organisation@kirklees.gov.uk)

Please make sure you respond by **Friday 22 July 2022** to ensure that your views are heard.

## Appendix B

### Consultation Strategy and Methodology.

A consultation document was made available on the Council's website. Responses to the consultation could be made online.

The consultation document outlined the proposals and a proposed timeline for next steps. The response form asked for feedback using two key questions relating to the proposals. The response form was designed to enable qualitative and quantitative feedback by asking respondents to explain why they had selected a particular answer. In addition, questions were asked to ascertain the type of stakeholder responding. The two key questions were:

- Do you support or oppose the proposals for new additionally resourced provisions in mainstream schools?
- Do you support or oppose the proposal to remove the registered provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?

Emails with a link to the web page were also sent to ward members, MPs, the Catholic and Church of England and Dioceses, Trade Union representatives, community groups and other key stakeholders. A brief outline and a link to the consultation were published on HeadsUP!, in the weekly governors' bulletin and on the Involve website. The consultation was also publicised on the Local Offer website and Facebook page and the Kirklees Together Facebook page, all of which had a link to full details of the consultation and how to respond.

Four public consultation 'drop-in' sessions were held at venues across Kirklees. The table below shows the number of people who attended each event.

Number of people who attended drop-in sessions			
Date	Venue	Time	Number of people attended
18 July	Batley Library	6pm to 7pm	0
20 July	Dewsbury Library	10am to 11am	1
22 July	Huddersfield Library	2pm to 3pm	2
		6pm to 7pm	1
Total			4

The purpose of these drop-in sessions was for officers to support and advise groups and individuals about matters relating to the proposals.

## Appendix C

**Distribution list:** Consultation on the proposal for new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs.

<b>Kirklees Council Officers</b>	Chief Executive - Jacqui Gedman Strategic Director for Children's Services - Mel Meggs Strategic Director for Environment & Climate Change - Colin Parr Strategic Director for Adults and Health - Richard Parry Strategic Director Corporate Strategy, Commissioning & Public Health - Rachel Spencer-Henshall Strategic Director for Growth & Regeneration - David Shepherd Service Director - Resources, Improvement and Partnerships - Tom Brailsford Service Director - Customer and Communities - Jill Greenfield Service Director - Child Protection & Family Support - Elaine McShane Service Director - Learning and Early Support - Jo-anne Sanders
<b>Kirklees Councillors</b>	All wards
<b>MPs</b>	Kim Leadbeater MP Jason McCartney MP Barry Sherman MP Mark Eastwood MP
<b>CE and RC Dioceses</b>	Diocese of Leeds - Canon Timothy Swinglehurst, Vicariate of Education The Church of England Diocese of Leeds - Richard Noake, Diocesan Director of Education
<b>Further and Higher Education Establishments</b>	Greenhead College Huddersfield New College Kirklees College University of Huddersfield
<b>Neighbouring LAs</b>	Barnsley Council.....School Organisation Calderdale Metropolitan Borough Council.....School Organisation & Admissions City Of Bradford Metropolitan District Council.....Planning & Sufficiency Leeds City Council.....Assets & Access, Children & Families Oldham Council.....Managing Director Children & Young People Wakefield Metropolitan District Council.....Schools Organisation Team Manager Wakefield Metropolitan District Council.....Head of Service for SEN
<b>Professional Associations and Unions</b>	GMB NAHT NEU NASUWT UNISON UNITE
<b>Community Groups</b>	West Yorkshire ADHD Support Group HSGA - Huddersfield Support Group For Autism The Whole Autism Family North Kirklees Autism Support Group & Friends Downs and Special Friends Huddersfield Down Syndrome Support Group Kirklees Deaf Children's Society Service for Children with Sensory Impairment Huddersfield Actionnaires (Action for Blind people) Pre-school Learning Alliance Patient Advice Liaison Service (PALS) NHS Crossroads Care in Mid Yorkshire Orchard View Young People's Activity Team (YPAT) North Kirklees Phab Club Parents of Children with Additional Needs Carers Count KIAS PDA Yorkshire

	Intensive Interaction Group Society for the Blind - Dewsbury Carers Trust Mid Yorks Outlookers Kirklees Involvement network
<b>All Kirklees Schools</b>	Article published in HeadsUP!
<b>School Governors</b>	Article published in Governors weekly briefing.
<b>Independent/Non-maintained special schools in Kirklees</b>	Holly Bank School
<b>Independent Schools</b>	Paradise Primary School Madni Muslim Girls School Institute of Islamic Education (Boarding School) Rida Girls School Rida Boys School Al Furqaan Preparatory School Branch Christian School Cambridge Street School

## Appendix D

### Full Responses to the consultation

Q1) Do you support or oppose the proposals relating to Developing Special Educational Needs (SEND) provision in mainstream schools?

<b>Responses - Parents / Carers</b>	
<b>Strongly Oppose</b>	<ul style="list-style-type: none"> <li>Experiences of 2 children with ehcp's. Both academically bright children, however, struggle with being taught in large classes due to sensory and emotional issues. Whilst the senco and her staff understand their needs this is not enough, the whole school staff including the Head need to be on board too. Currently even if a school has a provision, teaching still takes place in the mainstream school. In my experience and that of many of my friends, the subject teachers and the senior management team are not prepared to make any allowances or modifications to the school behaviour policies hence in my case kept sending both my children out of classes so they were not actually receiving an education. Kirklees needs some mainstream schools with small (10 max) classes for academically bright children with ehcps.</li> <li>My daughter was totally unable to cope in a huge, noisy, busy high school. There was no other mainstream choice that was smaller and more manageable. Despite the mainstream school trying to implement adjustments to support her She struggled on until she broke down with severe anxiety and depression. A year down the line of not having attended school this week she has just completed two full time weeks of transition to a specialist SEMH school and has attended every day, enjoyed everyday and I can see a spark reappearing. ARP in existing schools would have been no help or solution for my daughter. I know of many children that would benefit from the school my daughter is now loving. I would like to know what specific research your statement 'many SEN children achieve more in a mainstream school.</li> <li>It doesnt work! Schools have no authority over students and putting special needs into mainstream school just makes them a target for bullies. The teachers dont have the skills to support these pupils as you need to be specially trained. Its another waste of time and money venture by kirklees, its been tried and tested before... it failed.</li> <li>Because there is not enough funding for the children who are in mainstream now so it won't benefit anyone in the future</li> </ul>
<b>Responses - Parents / Carers</b>	
<b>Strongly Support</b>	<ul style="list-style-type: none"> <li>My son has specail needs and i feel the school isnt surporting him hes really behind in school has disability amotional and mental hypomobility bowel problems awaiting a test for adhd and autism</li> <li>My daughter greatly benefited from being in an additionally resourced provision in</li> </ul>



secondary school - although it took 2 years to get her into it. She was on the verge of permanent exclusion at that point so the placement avoided that outcome. So it is good to see an expansion of provision. We weren't the only ones wanting a place but couldn't have it because the provision was "full".

- My son has a diagnosis of ADHD and has an EHCP. He is a bright engaging young man who struggles in a mainstream high school and leaves us with very little options as an alternative. SP is oversubscribed and the provider we have asked for has now received a requires improvement rating from OFSTED.
- There seems to be nothing in Kirklees that is an 'in between' option. My son could achieve and do well however the mainstream school environment and their behaviour policy does not work for him. I feel frustrated and upset for him as he desperately wants to stay in mainstream but being told they cannot meet need.... which they can't due to limited alternatives. Children with SEN should be nurtured and school should be inclusive rather than divisional.
- For too long children with send have just been left to cope and it's time out children were given the same chances.
- I have son in year 10 at spen valley high school who is currently on the waiting list for an assessment he's really struggling because of lack of support in school, there has been 3 senco's at spen valley since he started in year 7 but they are teachers as well so it's really hard to catch them for meetings or find out how best to help my son, everything that they have said they will do they haven't done or its taken far too long to put in place my son doesn't believe they will help him anymore he refuses to go to school he hates it that much his attendance has dropped so much i have now been threatened with penalty notices but i feel if the teachers knew how to speak to these children he wouldn't feel as stressed about been there! I feel all teachers should have training to help spot these children with additional needs as i feel he has been failed by the system as hes not been picked up that anything is wrong I've been trying since he was at Roberttown and life at school could of been alot more rewarding for him if the right help and support had been put in place!!  
I would like my son to feel happy and confident at school
- SEN support is still sadly lacking. Our daughter has Dyslexia, Autism, probably ADHD and Erling syndome. Her needs were neither met or recognised at Roberttown School, simply dismissed. We had to pay to private for 2 assessments to prove what we suspected and they denied. High School is now a massive struggle and her attendance is being impacted weekly. While they do try, there have been too many Senco changes and they are not full time as they teach also so are always overworked. Despite having an EHCP, I dont believe that her needs are being met as she struggles to attend
- Having children who suffer with anxiety i feel mental health isnt always priority, this will aid them to have the help they need. Plus may uncover othet things i feel they may have.
- I have four children two of whom are autistic . I have a daughter in whitcliffe mount and has struggled without good enough support and not enough staff training in autism which leads to her needs being misunderstood on a daily basis . With a special provision she would be able to thrive not just get on with it . Also I have a son about to leave primary school . He has been accepted into honley high school in Huddersfield special provision . It is over 12 miles away from our home so that means him having to travel over 24 miles a day just to get some education . I don't drive so I'm waiting to hear if transport has been accepted or not if not then I will have to home school . I have over four high schools within close distance to my home and not one has a special provision . It's disgusting that parents have to fight just to get their children education which they are entitled too !! Special provisions should be on every high school staff should be well trained with people with special ed and mental health so child should be made to feel unworthy . I'm terrified to send my child 12 miles away but have no other choice . Kirklees need to step up and make this better . I would love to talk more to someone about this as I feel so strongly about it to the fact I've put in a government petition to try make a difference as I can't just sit here and do nothing ! Call me on XXX if need to talk more . Thanks
- I have worked with children and young people with SEND for many years and seen first hand the benefit of specialist support for children with SEND. We need more of these specialist support "centres" available to more children So that they can experience a Mainstream education and be a part of a community.
- Because my son has struggle his whole school life and support is not available

	<ul style="list-style-type: none"> <li>• There isn't enough provision for children with extra needs. From my experience this is essential required.</li> <li>• We need more places, with a wider spread across the authority. More children will be able to access a mainstream school</li> <li>• The teachers in all schools need more knowledge &amp; training to be able to support children in all schools with SEND, I have been told by teachers that my son has problems following verbal instructions, 2 page 'plan' - he sits with a teaching assistant &amp; that's it. So any additional help for the children is definitely needed</li> <li>• There is not currently enough SEND provision in Kirklees, as outlined by the recent OFSTED Local Area SEND inspection.</li> <li>• There is not enough provision within Kirklees for those pupils requiring additional support. The creation of ARPs will help alleviate these pressures and provide systemic support for local schools.</li> <li>• My eldest is yr5 with autism, we need provision for high school as he won't cope in ms. Honley is our goal but demand easily outstrips supply.</li> <li>• Ensures more children have their needs met within their locality</li> <li>• I think additional provision is required to support children as quality first teaching is not always delivered in mainstream schools so children who have learning differences fall between the cracks of special schools and mainstream.</li> <li>• My daughter has complex cognition and learning needs - it is great to know there are potential other options for her should her mainstream school continue to struggle to meet her needs.</li> <li>• My son went to the RP at Thornhill, was the best decision we ever made.</li> <li>• It is very much required especially round Batley area there is already Thornhill academy provision, ravenhall in Dewsbury but in Batley not much to support SEMH and SEN I know there is Fairfield but they don't have spaces</li> <li>• There is not enough special schools and if there was more attached to mainstream would free up space for the more complex children to go to special school</li> <li>• My daughter is currently in Year 5 and at the moment there are no suitable secondary schools for her. She doesn't require a specialist setting but is unable to manage a standard mainstream secondary school. Our local resource provision is not suitable due to a bad experience at their attached primary and issues with bullying. We desperately need more resource provisions so my daughter will be able to find a suitable school place</li> <li>• My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.</li> </ul>
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<b>Responses - Parents / Carers</b>	
<b>Support</b>	<ul style="list-style-type: none"> <li>• I went to the consultations today, anything to help special needs children in the mainstream schools is better than nothing, I have had several children in the school system, my two long term foster children went through the Shelley pyramid schools, the whole experience was horrible, they did not get the right support, we need qualified special needs teachers, not teaching assistants, we need the pupils in the mainstream schools to be taught empathy, my two children have not one friend even though they attended these schools so have known their peers all their life, the schools need to address bullying, these special needs children are ignored or bullied daily, they are the ones removed from class, not the normal children, this never alters...the schools need to have a classroom for special needs with highly qualified special needs teachers, they need to be able to go into mainstream to do a lesson that they excel in, PE, cooking, whatever, but be realistic, some of our special needs children and young people may just be happy to be doing woodwork or cooking, they will not all pass GCSE maths and English, my son has taken maths skills and just doesn't get it, he is 20 and teachers, government still insist he needs to pass maths, for goodness sake....special needs children just want to be accepted, normal, but until work is done in schools with the normal, pupils this won't happen unfortunately, zero tolerance is needed...qualified special needs teachers, a good leader, fair but firm, a good building for these special children to become the best they can.</li> <li>• Children must be given more support and tailored intervention to be able to stay in mainstream school, before a diagnosis (it takes too long!) And without having to jump through hoops.</li> <li>• Some caregivers and pupils make an informed decision based on need to proceed</li> </ul>

	<p>with main steam education rather than special need.</p> <ul style="list-style-type: none"> <li>• I think additional resource provisioned schools are a good idea. Especially that cover cognition and learning</li> </ul>
<b>Responses - Parent/Carers</b>	
<b>Neither Support nor Oppose</b>	<ul style="list-style-type: none"> <li>• To be honest children with send are massively let down whether you throw money at it or not. The problem is send isn't a one size fits all. Some children with send need to be in a special needs school due to smaller class sizes quieter and calmer environments this can't be met at mainstream. What is extremely needed is that teachers need more updated training or understanding of all aspects of send such as ADHD/autism as a lot of information is very outdated. Even if a few teachers did a learning course (which you can get governments funding for) they would have a better understanding meaning children with this conditions will be dealt with sooner rather than being left to rot until someone else picks up the pieces. This is coming from someone who has had to fight so hard to get my child to where he is due to the lack of support be got for many years.</li> <li>• My daughter school has a sen provision and only a few children use it not all sen children get to use it and it's not fair my daughter would benefit from this using this room but she not be put forward to use it and it unfair especially when she has a ehcp and other children don't</li> <li>• My daughter has significant difficulties with communication and learning. However she is still able to integrate to some extent in a mainstream environment with support. Our closest high school is colne valley which is such a daunting prospect. We've not been told of any specialist provision here. She is vulnerable and is unable to keep herself safe. I would like her to access a high school close to home so she can build on the relationships she already has with her peers whom have got to know her and have some understanding of her needs. She could thrive and reach her potential if she had ongoing 1:1 support to keep her safe and adapt the curriculum to support her communication and social development. Travelling a distance where students and the environment are unfamiliar is a real worry. Thanks, Rebecca</li> </ul>
<b>Don't Know</b>	<ul style="list-style-type: none"> <li>• ARPs are a great idea on paper - but what good is an ARP that many SEND kids might not need/wouldn't get a place in, if the staff at the mainstream they are attached to have absolutely no training or knowledge of SEND? Levels of meaningful SEND training /understanding are far too low in far too many Kirklees Schools. Many kids might not need an ARP if their needs were better understood and met, earlier in their school career. Kids like mine don't need an ARP, but they do need lots of understanding and support from well-trained staff, in order to survive/thrive in school. My son went through 4 schools in 4 years to get to where he is now - that included different 2 primaries that failed to meet need, and y7 at Honley High, where their *absolute* lack of knowledge or understanding of Autism in their mainstream Academy *utterly* broke him. We thought they would be a good fit for him because they had an autism ARP attached - but there's no proper linkage between the ARP and the mainstream school, no sharing of knowledge, no crossover training .. it was a disaster for our boy. Holmfirth High isn't an ARP school, but their SEND knowledge/training is amazing! ARPs might be a good flagship policy (and I'm not saying they are not needed!), but there's a lot more work to do in EVERY school to get SEND provision to an even half decent standard across the whole LA.</li> <li>• I think there is a risk that more emphasis on SEND within mainstream, whilst on the one hand is positive because it helps all children to understand how to live among others with more complex needs, what this does not address is the impact upon education to the majority. I fully support efforts to provide provision for all children irrespective of any special need, what I do worry about is that from my experience, when there are significant numbers of SEND children within mainstream, there are many distractions as a result of schools making arrangements for these special needs.</li> </ul>

<b>Responses - Member of School Staff</b>	
<b>Strongly Support</b>	<ul style="list-style-type: none"> <li>• Having children who suffer with anxiety i feel mental health isnt always priority, this will aid them to have the help they need. Plus may uncover othet things i feel they may have.</li> <li>• The other ones should never have been shut down, there was still a high need of children missing out on a service. Very important for the new services C&amp;L</li> </ul>

	<p>SEMH</p> <ul style="list-style-type: none"> <li>• Amazing opportunity to build on all the SEMH work the sch already do</li> <li>• Because it is vital that we have safe learning spaces where children with additional needs can be fully supported and understood</li> <li>• There is not enough provision within Kirklees for those pupils requiring additional support. The creation of ARPs will help alleviate these pressures and provide systemic support for local schools.</li> <li>• There is great need across Kirklees</li> <li>• Having been in a difficult position this year with an above average number of pupils with ehcps - several of whom have accessed provision within our setting akin to an ARP, I understand the difference that this has made to pupil.</li> <li>• Ensures more children have their needs met within their locality</li> <li>• It is very much required especially round Batley area there is already Thornhill academy provision, ravenhall in Dewsbury but in Batley not much to support SEMH and SEN I know there is Fairfield but they don't have spaces</li> <li>• My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.</li> </ul>
<b>Responses - Member of School Staff</b>	
<b>Support</b>	<ul style="list-style-type: none"> <li>• There needs to be more specialist support for children who struggle to access mainstream education. The SENCO at our school is snowed under with work and high-demands from SENACT. There appears to be lots of paperwork and hoops to jump through to access any additional resourced provision.</li> </ul>
<b>Responses – Member of School Staff</b>	
<b>Neither Support nor Oppose</b>	<ul style="list-style-type: none"> <li>• <i>No Comment left</i></li> </ul>

<b>Responses – Local Residents</b>	
<b>Strongly Support</b>	<ul style="list-style-type: none"> <li>• I have son in year 10 at spen valley high school who is currently on the waiting list for an assessment he's really struggling because of lack of support in school, there has been 3 senco's at spen valley since he started in year 7 but they are teachers as well so it's really hard to catch them for meetings or find out how best to help my son, everything that they have said they will do they haven't done or its taken far too long to put in place my son doesn't believe they will help him anymore he refuses to go to school he hates it that much his attendance has dropped so much i have now been threatened with penalty notices but i feel if the teachers knew how to speak to these children he wouldn't feel as stressed about been there! I feel all teachers should have training to help spot these children with additional needs as i feel he has been failed by the system as hes not been picked up that anything is wrong I've been trying since he was at Roberttown and life at school could of been alot more rewarding for him if the right help and support had been put in place!! I would like my son to feel happy and confident at school</li> <li>• Having children who suffer with anxiety i feel mental health isnt always priority, this will aid them to have the help they need. Plus may uncover othet things i feel they may have.</li> <li>• There isn't enough enough provision for children with extra needs. From my experience this is essential required.</li> <li>• There is not currently enough SEND provision in Kirklees, as outlined by the recent OFSTED Local Area SEND inspection.</li> <li>• My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.</li> </ul>
<b>Responses – Local Residents</b>	
<b>Support</b>	<ul style="list-style-type: none"> <li>• Children must be given more support and tailored intervention to be able to stay in mainstream school, before a diagnisis (it takes too long!) And without having to jump through hoops.</li> </ul>
<b>Responses – Local Residents</b>	
<b>Don't Know</b>	<ul style="list-style-type: none"> <li>• I think there is a risk that more emphasis on SEND within mainstream, whilst on the one hand is positive because it helps all children to understand how to live among others with more complex needs, what this does not address is the</li> </ul>

	<p>impact upon education to the majority. I fully support efforts to provide provision for all children irrespective of any special need, what I do worry about is that from my experience, when there are significant numbers of SEND children within mainstream, there are many distractions as a result of schools making arrangements for these special needs.</p>
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**Responses - Governor**

<b>Strongly Support</b>	<ul style="list-style-type: none"> <li>• There is not currently enough SEND provision in Kirklees, as outlined by the recent OFSTED Local Area SEND inspection.</li> <li>• There is not enough provision within Kirklees for those pupils requiring additional support. The creation of ARPs will help alleviate these pressures and provide systemic support for local schools.</li> <li>• I think increasing provision for pupils with send across the authority is much needed and this proposal is welcomed. I have the following questions: Will there be a consideration for a C and L provision in south Kirklees in phase 2? Will there be consideration for secondary provisions for SEMH and C and L? How has sufficiency been assessed - is there a picture across Kirklees of the numbers of children in our schools likely to be applying to access places in provisions?</li> <li>• My child has SEND and we have 27% of the school SEND. Helping families to look at appropriate schools can be awful as they would be able to access mainstream with a provision attached for further intervention.</li> </ul>
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**Responses - Governor**

<b>Support</b>	<ul style="list-style-type: none"> <li>• I think additional resource provisioned schools are a good idea. Especially that cover cognition and learning</li> </ul>
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**Responses - Pupil**

<b>Strongly Oppose</b>	<ul style="list-style-type: none"> <li>• To whom it may concern, I write with regards to how the mainstream schools are on in the UK. High schools are crowded, noisy and intimidating and there is no mainstream alternative, especially not with regard to size/number of students. While you tell us to 'express ourselves' you are telling us off when we try to. 90% of students in the UK think that we shouldn't have to wear uniform - is that not a wake up call? Everyone, no matter their age, should be allowed to express themselves with piercings, hair dye, clothes, make up or jewellery. How does any of that affect your learning? It may even help. When students are stressed, self-conscious, anxious and worrying about how they look (because they feel more comfortable with make up and being in their own place) it can distract them from their work. If they are comfortable and confident they will be able to focus more on their work, therefore getting higher grades. The environment in the classroom and school matters. Children and teens work better in a calm, colourful and dimly lit classroom but the government's excuses 'they need to get ready for the workplace' are 'there are too many students so we can't change it'. You can, you can take away uniform and you can make School feel more comfortable, homely and safe.</li> </ul>
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**Responses – “Other” category of respondents**

<b>Strongly Support</b>	<ul style="list-style-type: none"> <li>• There is significant demand for this type of provision from our members and not enough supply. There is currently no additional provision of this type for SEMH so this is a welcome step. Generally speaking those who have or have had children in these provisions report good outcomes for their children and they are very positive about the experience.</li> <li>• For too long children with send have just been left to cope and it's time out children were given the same chances.</li> </ul>
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**Responses – “Other” category of respondents**

<b>Support</b>	<ul style="list-style-type: none"> <li>• Some caregivers and pupils make an informed decision based on need to proceed with main steam education rather than special need.</li> </ul>
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**Responses – “Other” category of respondents**

<b>Oppose</b>	<ul style="list-style-type: none"> <li>• Specialist education is more than just an add on provision on a mainstream site. The whole environment has to be considered, the lay out, the accessibility, the appropriate decor. Then you need the specialist knowledge and skills of staff who are trained and passionate in that area of SEND. Then you have the school community, special schools provide a place for parents who understand what others are going through and who can provide support to one another. Specialist provision is more than just the education. It's the holistic</li> </ul>
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	<p>approach to the whole school community, mainstream provision just doesn't provide the same opportunities. At an SEN education conference I heard the sentence "inclusion is more often than not segregation". How are we including children in mainstream education if they are secluded in one section of the school?</p>
<b>Responses – "Other" category of respondents</b>	
<b>Strongly Oppose</b>	<ul style="list-style-type: none"> <li>Provision in mainstream school is useful, but only as long as it's not at the expense of special needs schools, which are absolutely vital and already don't have enough places. Many people will not do well in mainstream schools, no matter how much additional support is provided. At primary/junior school (age 4-11) my sister (ASD/LD) went to a mainstream school. Ages 7-11 she was sent home every single day for disruptive behaviour and ASD meltdowns. She didn't learn anything during that time as the classroom environment and lack of 1-1 support wasn't right for her, and our dad (a single parent) wasn't able to hold down a job because of her being sent home every day. As a result, we lived in poverty and everyone's mental health was badly affected. By being in a mainstream school during that time, my sister missed out on a huge number of learning opportunities (surrounding education, self-regulation, socialising, mental health, life skills), and that will affect her for the rest of her life, and our dad missed out on a huge amount of guidance surrounding her needs (once she went to Longley, he had a single point of access that he could contact if he didn't know how to support her properly or if he was struggling himself). Ideally, she would have been in a special needs school from primary school age. When she went to Longley age 11 she learnt some really important life skills, she had 1-1 support in lessons to help her stay focussed and understand the work. When she became distressed, she was surrounded by fully trained staff who could meet her needs, and was able to go and de-escalate in the sensory room. If money was taken from specialist schools and put into mainstream schools, I strongly believe that it would end up being lost in the system, and that it wouldn't be used as well as it would be in specialist schools- who have a huge amount of knowledge about the needs of their pupils.</li> </ul>
<b>Responses – "Other" category of respondents</b>	
<b>Don't Know</b>	<ul style="list-style-type: none"> <li>I think there is a risk that more emphasis on SEND within mainstream, whilst on the one hand is positive because it helps all children to understand how to live among others with more complex needs, what this does not address is the impact upon education to the majority. I fully support efforts to provide provision for all children irrespective of any special need, what I do worry about is that from my experience, when there are significant numbers of SEND children within mainstream, there are many distractions as a result of schools making arrangements for these special needs.</li> </ul>

Q2) Do you support or oppose the proposals relating to the removal of the Physical Impairment ARP provision at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School?

<b>Responses - Parents / Carers</b>	
<b>Strongly Oppose</b>	<ul style="list-style-type: none"> <li>Children need the provision some children can't cope in mainstream school</li> <li>I know very little about this provision but I assume there is a need for this. What will happen to the children already accessing this?</li> <li>Why take away from people what is needed it makes no sense !!!!!!!</li> <li>Because we need more help not less there's more and more children with needs these days</li> </ul>
<b>Responses - Parents / Carers</b>	
<b>Oppose</b>	<ul style="list-style-type: none"> <li>We need many more provisions for these children ,,why would you remove them,,why not improve them.</li> <li>It's a resource that is required.</li> </ul>
<b>Responses - Parents / Carers</b>	
<b>Neither Support or Oppose</b>	<ul style="list-style-type: none"> <li>The only fact stated is that the places have not been used for 3 years. There is no clarity that there are not children aged under 5 years who are about to need a place at the school. Even if there aren't children in the pipeline, if such a child were to move into the area what would you do? Additionally is it the case that more standard primary schools are now adapted to cope with mobility impaired</li> </ul>

	<p>children? If so that is a good reason for no longer needing a dedicated primary school but you do not say that.</p> <ul style="list-style-type: none"> <li>• I understand that if there is a lack of demand for spaces then it is hard to justify keeping this open. It would be good to repurpose this space into another type of ARP.</li> <li>• I have concerns about this because of the fairly central location of the schools We need provision for physical disability in North Kirklees and currently this is the nearest. I find it hard to believe that there has been no take up of places. Are parents aware of this provision?</li> <li>• Dont know enoigh about the school</li> <li>• As long as this is replicated within another school it should be ok. Many accessible schools are not as accessible as they seem. Definitely worth checking the credentials and asking parents with those children.</li> <li>• I don't know enough about this</li> <li>• I have no knowledge of this provision and I think to only increase provision via special schools by 100 is incredibly underestimating the true picture of demand. Reducing provision elsewhere therefore is not helpful in providing community provision, reducing the need for children to travel to schools which can truly meet their needs as they grow.</li> <li>• Need more alternatives</li> <li>• I don't know anything about netherhall school</li> </ul>
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#### Responses - Parents / Carers

<b>Don't Know</b>	<ul style="list-style-type: none"> <li>• I don't understand what it means!</li> <li>• No experience of this school. Dont know if adapted to deal with physical disabilities</li> <li>• I don't know enough about the needs the current unit is there to meet / what the alternative is</li> <li>• Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting.</li> <li>• Will there be a resource provision for physical needs to replace this?</li> </ul>
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#### Responses – Local Resident

<b>Oppose</b>	<ul style="list-style-type: none"> <li>• It's a resource that is required.</li> </ul>
<b>Responses – Local Resident</b>	
<b>Don't Know</b>	<ul style="list-style-type: none"> <li>• Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting.</li> </ul>

#### Responses – Member of School Staff

<b>Support</b>	<ul style="list-style-type: none"> <li>• Seems sensible</li> </ul>
<b>Responses – Member of School Staff</b>	
<b>Neither Support or Oppose</b>	<ul style="list-style-type: none"> <li>• We don't use this service, we've always been supported by newsome.</li> <li>• I don't know enough about this</li> <li>• I don't know anything about netherhall school</li> </ul>

#### Responses - Governor

<b>Don't Know</b>	<ul style="list-style-type: none"> <li>• Will there be a resource provision for physical needs to replace this?</li> </ul>
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#### Responses - Pupil

<b>Don't Know</b>	<ul style="list-style-type: none"> <li>• not sure what this is?</li> <li>• Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing</li> </ul>
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	<p>impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting.</p>
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<b>Responses – “Other” category of respondents</b>	
<b>Oppose</b>	<ul style="list-style-type: none"> <li>Given than more specialist provision is required in Kirklees the idea of removing provision is crazy. Also consideration has to be given to the fact that physical disability doesn't always mean learning disability or social communication impairment. Provision for physical disability should be common place in all education facilities</li> </ul>
<b>Responses – “Other” category of respondents</b>	
<b>Neither Support or Oppose</b>	<ul style="list-style-type: none"> <li>The argument for closure states that there have been no children attending this provision in the last three years. We would have expected the data to be provided which shows that there are no children in the "pipeline" who might otherwise attend this school. Additionally, closure would seem justified where there a sufficient choice of schools in Kirklees which could easily accommodate a child using a wheelchair or other mobility aid, with associated health support but this is not stated either.</li> <li>Not aware of the background to this proposal.</li> </ul>
<b>Responses – “Other” category of respondents</b>	
<b>Don't know</b>	<ul style="list-style-type: none"> <li>Physical impairments is a broad term. Those with reduced mobility, where special measures to assist are different to those with visual and hearing impairments. This is because a lesson cannot proceed in a manner that it would do with no impaired children if there is a requirement to address these latter issues, but clearly accommodating wheelchair users (for example) or those with mobility issues, would be less distracting.</li> </ul>

*Note- Some stakeholder responses may have been included in more than one category of responses if they have identified themselves in more than one category of respondents.*