

Consultation on proposals for changes to how children and young people with additional needs are supported in education questionnaire analysis

Introduction

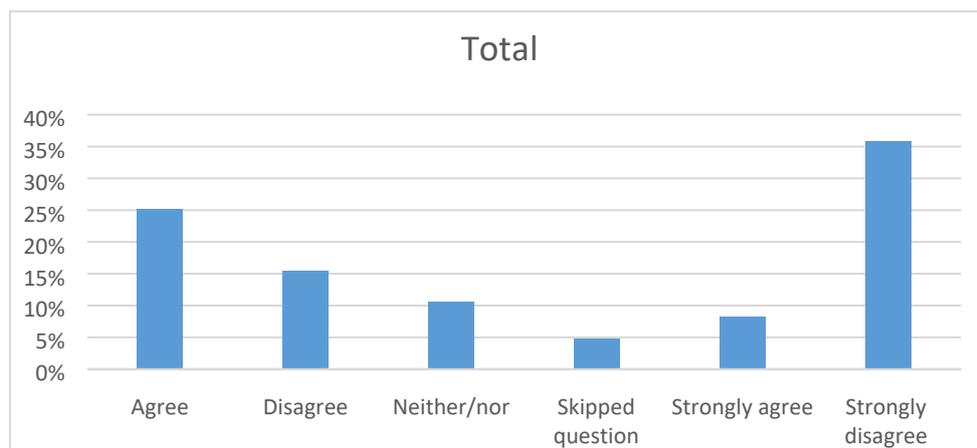
Between 23 May and 19 July 2019 the county council carried out a consultation seeking the views of stakeholders and the local community over the proposed changes to the approach to Resourced Provision in Cumbria.

Summary of responses

A total of 207 responses were received during the consultation period. There were 67 (32% of the total) responses from parent/carer/relative of child or young person with additional needs and 57 (28% of the total) responses from members of staff at Resourced Provision schools. Other responses came from a range of interested parties.

Q2. To what extent do you agree or disagree with our description of the drawbacks of the current approach to meeting the educational needs of children and young people with additional needs?

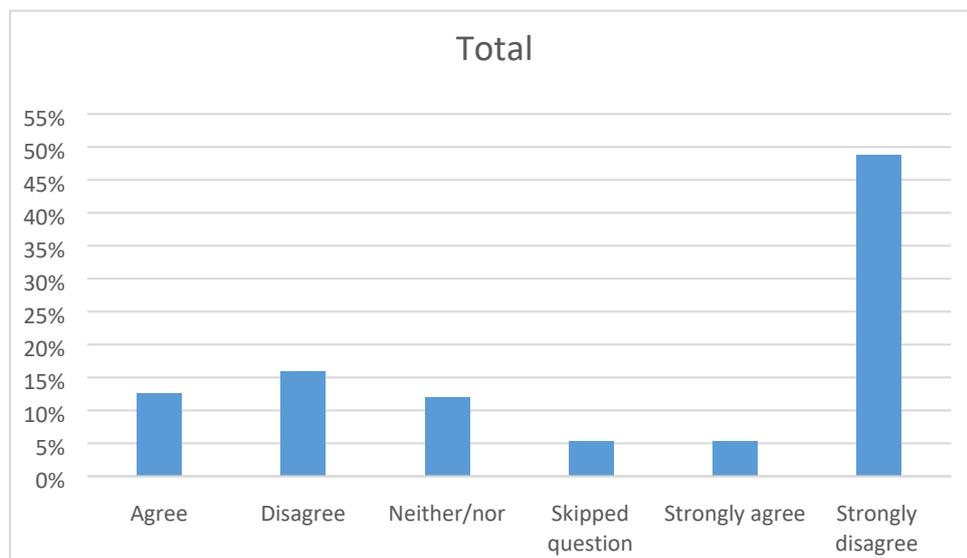
95% (97) answered this question. Against the 207 responses to the questionnaire 25% (52) agreed and 36% (74) strongly disagreed.



Comment	Frequency
I have no idea which staff were originally employed under the RP banner.	1
This aspect of the funding is very complex to understand and is not straightforward to manage.	3
Current model is effective, incl comments on specific schools; 'our current provision is good/effective'.	28
Current model is partly effective, partly ineffective.	7
Current model is ineffective, incl insecurity of employment.	3
Ghost Places' negative, present an unnecessary complication to wider provision of appropriate funding, funding should be used more flexibly.	23
Ghost places' positive/more funding required generally to allow current system to thrive and EHCP pupils in mainstream schools to receive appropriate support.	14
There is a need for the right type of staff with appropriate training to be employed for the new model.	3
Consultation information poor/insufficient, schools not consulted, lack of understanding of current model, broader SEND issues should be considered.	16
Existing RPs aren't used as condition-specific schools/as labelled with regard to range of needs catered for.	5
There are actually no (or very few) staff who would fall into category of 'Specialist Teacher' and therefore be able to become part of the RP Hubs as proposed.	1
The agreement is that if our additional places (5) drop at any point, the placement funding will be clawed back by the LA.	1
our contract stated that if the LA or Headteacher decided to close the RP, both parties would give a 3 year notice period of closure.	1
Why not convert some current RP's into Autism facilities	1
Hub model not conducive to meeting needs of children/inefficient/will lead to loss of staff.	44
I think a proper centre that is fully resourced is the best place for children with difficulties then they are represented in the correct way and not in main stream schools	2
I agree that it is important that pupils get support in their local community.	2
I don't think the answer is to create a central hub where a school loses its independence with funding and staff resources	5
I feel that the current approach to meeting educational needs at school level are being met very well at the moment.	3
I am pleased to see that the problems of "hidden" needs ie autism are being recognised.	1
The geographical positioning of the resource provision has made it very difficult for children in certain areas of the county to access support. No primary RP in Carlisle.	4
The main problem is the lack of review of the requirements and the services contracted to be provided by the RP schools on a regular basis.	3
the proposed system offers less flexibility than the current arrangements, particularly at the larger resource provision schools.	2
The current arrangements facilitate TA development by letting them support a number of children and rotating them. Would this be possible under the proposed system?	1
Will the centralisation of funding to special schools help with the assessment process to enhance communication, reduce the long response times, and adapt to local needs?	2
I dont feel there is enough communication between the school and parents.	1
I cannot agree that there will be many, if indeed any, school in the area that has more staff than is required to help the children in their school.	1
The most important factor in determining the best outcomes for pupils with SEN and disabilities is not the type but the quality of the provision	2
Cockermouth's ASC students should not be made to pay if resources are being wasted elsewhere.	1
I thought that the 'Ghost Places' money has already been removed from RP school's budgets	1
we welcome Cumbria County Council's commitment to review the provision in place for deaf children and young people	1
Limited specialist support for deaf children and young people from a small specialist HI team	2
strengths ("Centres of Excellence") in the existing system need to be built upon, and systems improved.	2
School polices should be vetted	1
Have schools been required to compete risk assessments of each class for safety and SEND	1
Cockermouth School not included as a hub	1

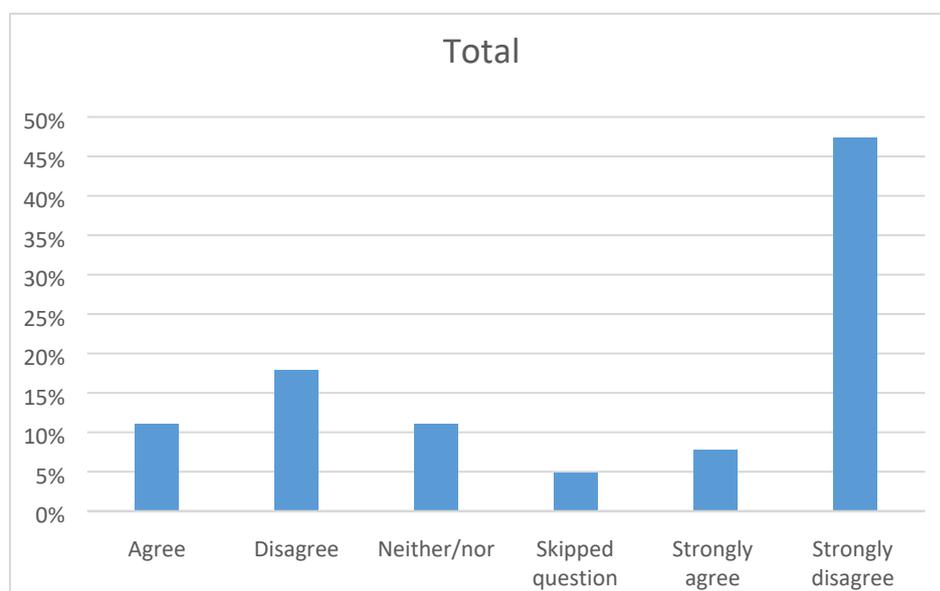
Q3. To what extent do you agree or disagree with our proposal for teachers to be centrally employed by the Local Authority?

95% (196) answered this question. Against the 207 responses to the questionnaire 13% (26) agreed and 49% (101) strongly disagreed.



Q4. To what extent do you agree or disagree with our proposal to create Resourced Provision Hubs?

95% (197) answered this question. Against the 207 responses to the questionnaire 11% (23) agreed and 47% (98) strongly disagreed.



Q5. What do you see as the main benefits of the proposed approach?

Comment	Frequency
None	45
CCC accountable for the support offered, actions of staff if employs, oversight and monitoring rather than delegating this to RPs.	13
A fairer approach to matching financial and staffing support where it is actually needed - flexible approach/parental choice.	30
It is a more economical approach/better for schools AS LONG AS schools are allocated adequate staffing to meet the needs of pupils	10
Saving of money	23
Changes to the ghost places are needed which are not being used to benefit those complex needs.	22
There will be a pool of trained, well informed staff, who can bring their own expertise to the table. Better opportunities for staff.	10
The only benefit would be if the resourced provision hubs ran alongside already existing RP schools, not instead of.	1
Great that there is additional support being looked at for any child with additional needs.	2
Children can access support however will need to travel further to do so.	1
The siting of the Hubs needs more consideration	2
Specialist provision for the students in the high needs block	3
If our school retained staff and budget we could support a hub and other schools to be as excellent as we are.	3
As the proposals lack enough detail about funding and staff recruitment and restructuring it is hard to quantify.	3
Difficult to implement/Will result in a poorer service.	4
Extend current SEND centrally employed specialist advisory teaching teams to provide expertise and flexibility to support all	1
Provision could be equal throughout the county for all hearing impaired children and young people	1
You should be looking to redeploy the money that is being wasted elsewhere, not damage the good facilities that you have.	2

Q6. What do you see as the main risks of the proposed approach?

Comment	Frequency
Being employed through a 'hub' would bring issues with it. The proposal would be detrimental to the children and staff.	60
The support and the level of help the children get will be reduced	66
Travel time/costs for staff leads to loss of expertise.	28
Staff not monitored enough, untrained staff, insufficient staff.	13
I think the risks could amount to negligence, not by staff but by the LA/ Resourced hub collectively	1
A reduction in funding. It will not be funded appropriately to ensure a better service. Inappropriate allocation of funds by hubs.	26
Offering to keep these children in a differentiated GCSE class with an HLTA - denies the students access to a teacher in a smaller more secure environment.	1
Inappropriate planning by the LA, managing expectations of all stakeholders. The proposal to create 'transferrable RP' is not	3
Lack of consistency and familiarisation of staff for students. Effective work with pupils requires relationships to be built between staff and pupils.	17
The hub model has not gone far enough to ensure that they have the capacity to fulfil the additional workload that will be created for those hub schools and the HR complexity of this model.	3
Lack of communication between bodies such as LA ,CCQ,NHS, SS, and most of all parents.	7
Idea of reviewing each child's support 2 or 3 times a year (as suggested at the Carlisle consultation) would lead to more instances of children falling into crisis	1
Lack of appropriate space/equipment, resources spread too thinly, good local services removed.	18
What would happen for schools if the Hub say no to their requests for support?	1
None.	2
It will be counter-productive, e.g. Cockermouth already a hub that specialises on INCLUSIVE education in a more holistic way	1
Chaos during transition and an overloading of the resource.	1
RP, particularly for autistic students, should be a physical resource	1
TA's being employed centrally by the LA would be held accountable by the specialist teachers housed in the hubs, not the school.	1
The proposal also threatens the existing successful provisions. They would not be able to operate effectively under the new proposals and would likely close.	5
The proposal, if adopted, would send many more families and their children into crisis.	1
Would it be worth considering staff being employed centrally as part of the SEND TST team?	1
Pay cuts for Teaching assistants	1
fail to see how majority of secondary schools can offer extended support when might be only one in the school.	1
Children may become more isolated	5
Creation of 5 hubs will also mean 5 new managers & 5 new deputies, adding another layer of bureaucracy to RP structure and take vital funding from the front line in the classroom.	2
No longer (even academies) have the autonomy to run our provision to best meet the needs of our students as funding and staffing would be allocated by the proposed hub,	2
Cause instability in our finances	1
The proposed arrangement was in place previously and was replaced by the current arrangements to improve efficiency.	1
Alienation of parents and 'labelling' of children,	1
SEND children cannot be all lumped together and supported, even remotely adequately, from the current PMLD schools.	1
Specialist advisory teachers need to be made available in all hubs	2
It is also not clear from the proposal if the current RP schools will lose the ability to employ their own Support Staff or if all the support staff will be employed by CCC.	1
I do not believe that this proposal is the "most effective, efficient and responsive way forward" as the consultation document states.	1
As long as it is properly funded and the staff are well trained I see no down side	1
We believe that the needs of students with ASC are not given enough consideration in this proposal.	1
The notion of 'decoupling' is not clearly explained in the proposal and it is difficult to see how this could happen effectively	7
Negativity and reluctance to change.	1
The model lacks a confirmed post-14 ambition such as linking in local colleges, and support for children with SEND to transition into further studies, vocational courses, meaningful employment, or training.	1
Risk to life, risk to pupil safety, risk to education for all pupils (not just those with SEND) whilst the teacher is dealing with a problem.	1
The 'match' will inevitably degrade, if RPs are designated for particular needs, and a further review will become necessary.	1
Sandgate school being largely effected - staff concentrating more on the hub and less on their existing pupils.	1

Q7. Do you have any further comments?

Comment	Frequency
The geographical spread of the Cumbrian population makes any centralisation aspect difficult to implement without negatively impacting the quality, accessibility and consistency of provision for all	2
SEND children should all have exactly the same levels of support and help and that parents should be entitled to the same information and signposting.	3
Concerned about the process of identifying one member of staff that would be classed as our RP staff to be centrally employed.	2
Successful SRPs need to be taken into account and maintained.	5
Strongly oppose the removal of ghost places in rp schools	1
Overall I feel this will offer an improved service to all children but support staff's needs must be taken into account to ensure the system is effective	1
CCC will not employ the amount of necessary staff to roll out the model.	1
Asking staff to travel - possibly out of their area will cause additional issues of travel and uncertainties for the staff involved.	5
The proposal to offer some schools as a centre of excellence needs to be expanded on.	2
What are the LA's intentions about the damning LA SEND review which is far more about leadership and culture rather than structural organisation?	2
There are scant details in the proposals linked to HR issues for staff.	3
It does not address areas such as Carlisle which at primary level has no resourced provision so will not be able to draw on the same staff resources as Barrow which appears to be disproportionately supported compared to the rest of the County.	2

If Special Schools are to coordinate this provision what contract will they sign up to - what happens if a school pulls out within 6 months?	
The new proposal sounds like no thought has been put into it.	1
How would this sit with the current resource of Specialist Advisory Teachers who visit a variety of different settings and share the good practice that they see across the county? Would the 'Hub' replace this support service?	2
The overall views of many professionals was that this proposal would lose specialist staff rather than retain them; this does not seem to have been taken into account.	4
If the specialist teacher is travelling between the schools- this is surely a greater waste of resource!	3
Please keep everyone informed, especially parents.	2
I think the timescale for these proposed changes is unrealistic, especially given that the starting point for the proposals is flawed.	5
Lack of provision for 0-4years.	2
Would there be training for mainstream schools from the specialists to up-skill existing staff?	2
Will this effect the Specialist Advisory Service?	1
There needs to be more resourcing for children high needs to provide adequately for their needs.	4
I do not think students will be as well supported.	5
I will be interested to see if this consultation takes any notice of the people that work with these students or if it's a 'consultation' on which the outcome is predetermined.	1
The County should have audited RPs over time	1
There clearly is not enough ASC RPs and I feel Cockermonth and All Saints should remain with the current model.	1

Some of those RPs that aren't working or don't have the numbers, be converted into ASC RPs.	1
The consultation document will not be clear for the majority of parents of children with SEND.	1
Shocking proposal for children and young people with SEND, particularly ASC RPs.	1
It appears to be a desk-top exercise that does not take into account the geography of Cumbria.	1
Concerned that saving money is the priority rather than children's welfare, cost-cutting exercise.	15
You need to be making appointments to come into the establishments affected and speak to the staff and pupils it impacts face to face.	2
I'm unclear as to how staff would be deployed - would they have to cover a certain area or schools?	2
The danger is that valuable members of staff will be made redundant in the name of restructuring and the expertise they have will be lost.	1
It is a risky strategy for ensuring good relationships which is key to SEND work.	3
How will the support from the hub help a SENDCo, or SLT, HoY with pupils on the high need band. Will it be advisory or will they be sending TAs etc into the setting.	1
What is the cost implication? Is it similar to the way resources are used from the high needs band?	1
Nobody should be allowed into this profession without suitable qualifications.	1
Issue is with the mainstream school and current good intake levels	1
Any (slight) saving from this staffing arrangement will be spent dozens and dozens of times over in the setting up and running of not one, but FIVE "Hubs"	1
Any saving made from reclaiming money from "Ghost Places" should be spent on setting up a central cadre of HLTAs, each based at their contracted schools	3
Was this proposal discussed as part of CCC's recent SEND Ofsted and, if so, what was the view of Ofsted on these proposed changes. If it was not discussed, then why not?	1
Smaller schools are needed to support the abler autistic children, in a quieter supportive environment	2
Lack of notice given to parents re consultation meetings/inconvenient for parents.	4

If we lose our RP funding this will impact upon the support we are able to provide for students with complex needs and other students.	3
Further analysis required and further detail how the practical elements will work are required before any new proposal can be given serious consideration.	3
The proposal does not consider the benefits of the current arrangements. It does not understand the relationship between child and support and the need to adjust this continuously to get the best.	8
Specialist teachers and support staff employees of Cumbria County Council, rather than being employed by schools individually, is this at all legal given the significant changes in employment terms and conditions that would result.	1
Students with SEND need a range of settings and this proposal would only serve to reduce the availability of provision.	1
Why not get rid of all the ghost places and use that money to help the schools who already are full of resources places.	2
model appears to be the reduction of the Local Authority's spend on school transport rather than a significant improvement in the SEND provision within the County	1
Proposals do not address the lack of needs being met in secondary schools	1
Lack of clarity how funding to school and accountability structures will work, making impossible to assess the benefits and impacts of the proposed model	7
There are ways of dealing with the problems of the current system without completely re-hauling the system, more options should be offered	4
I feel there is a risk of these projects appearing more for the benefit of how the school is seen to handle children's needs, rather than the children's needs themselves.	1
Potentially the number of RP schools could be rationalised so that the county has a smaller number of larger RP units that can provide the agility and flexibility demonstrated by Cockermouth Academy.	1
In order to inform the important decisions that you need to make, postpone the consultation to allow you to rewrite the consultaion document so that the errors were corrected and the lack of clarity.	2
The proposed model seems appropriate for the primary sector.	1
EHCs to remove immediately the hourly proxy calculations as this is wholly unhelpful and does not reflect the SEND reforms in spirit. EHCs should be banded based on need.	1
If teaching staff are held centrally then they need to have the relevant training for the pupils they are supporting.	3
It now appears that this proposal will not be implemented in it's current form but will be re-written and implemented without further consultation.	1
The SRP is a vital component of Cockermouth School, students who access this specialist resource, have been enabled to take part in mainstream classes.	1
Why has the review of requirements not been carried out on an annual basis to ensure that the funding moves with the child if the child moves school?	1
Why not consider a middle ground where the number of RP schools is reduced but a number will be retained in addition to the proposed hubs?	2
Is this tied in to the proposed expansion of Mayfield school pupil numbers?	1
Will you accept responsibility when disturbed students attack and injure other students or harm support staff they do not	1
Your proposals will further damage morale in a group of highly dedicated and professional staff.	2

Parents of children with special needs appreciate the fact that their children can be educated in a specialist, safe environment where the whole school understands their needs.	2
Q3 refers to 'teachers' only. Why isn't reference made here to other staff, such as support staff?	2
Would prefer to have the funding allocation of SEN shared out more equally. More schools would like to have the staffing and resources that resourced provision schools get.	2
Would like to see some consideration as to how RPs could perhaps be developed to be specialists in Developmental Language Disorder.	1
The model may introduce the risk of possible redundancies to support staff who are not high needs specialists.	1
The pupils' needs should be at the forefront of decisions.	2
I would like to know of the outcomes of Sandgate and James Rennie's pilots and I do not think anything should move forward until these have been analysed by unbiased people.	3
The RPs have to provide for children who struggle in mainstream but do not require a special school.	3
Governors to receive training in the needs of children with special needs.	1
Will children with milder forms of SEND / autism / aspergers be failed and slip through the net?	1
We cannot understand why these proposals have been published now when a widescale review of the entire system is about to be undertaken as a result of the Ofsted/CQC report	1
To my knowledge there has been no resource provision in any Cumbrian school for BVI	1
Has any consideration been given to the work of the Sensory Team with newly diagnosed babies and their families in close conjunction with health and the Cochlear Implant Centres?	1