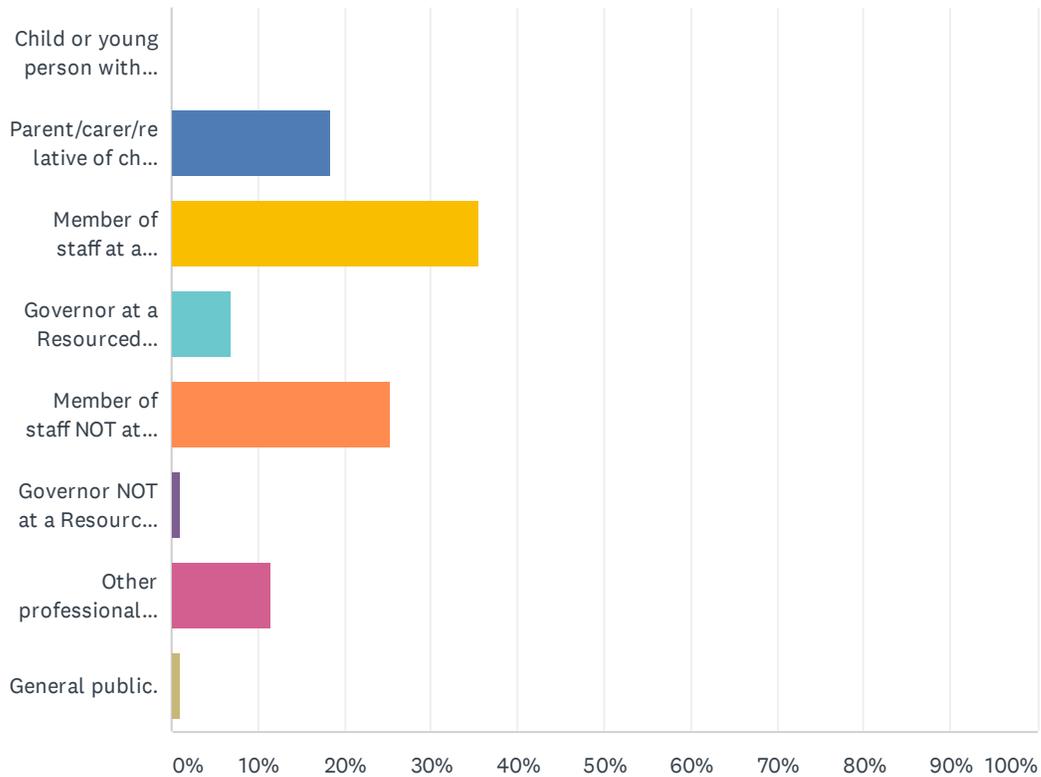


Q1 Which of the following best describes you, in the context of this consultation?

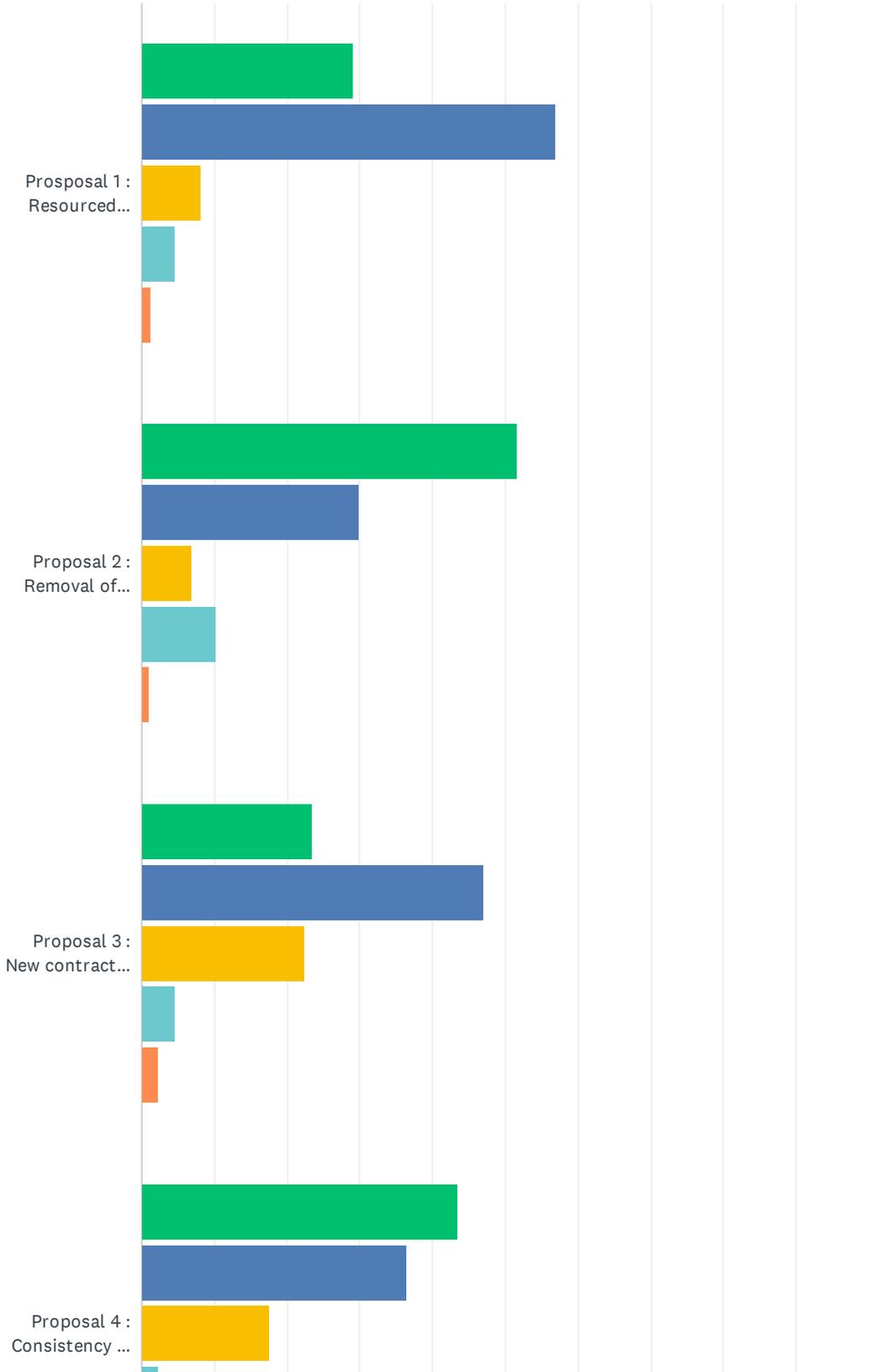
Answered: 87 Skipped: 0



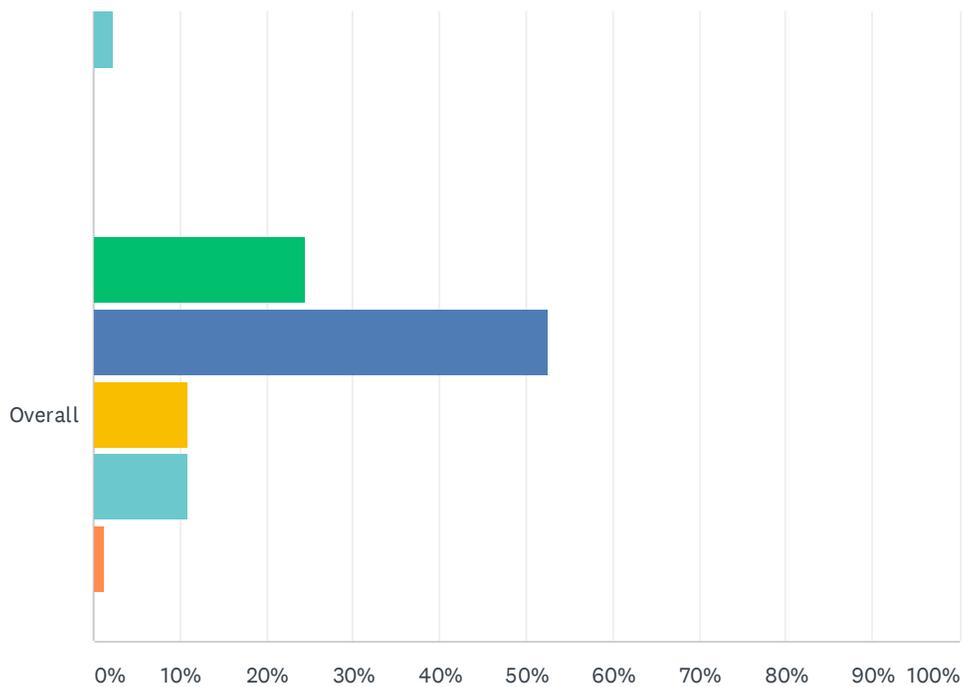
ANSWER CHOICES	RESPONSES	
Child or young person with additional needs.	0.00%	0
Parent/carer/relative of child or young person with additional needs.	18.39%	16
Member of staff at a Resourced Provision school.	35.63%	31
Governor at a Resourced Provision school.	6.90%	6
Member of staff NOT at a Resourced Provision school.	25.29%	22
Governor NOT at a Resourced Provision school.	1.15%	1
Other professional working with children and young people with additional needs.	11.49%	10
General public.	1.15%	1
TOTAL		87

Q2 To what extent do you agree or disagree with the revised proposals included in the consultation document?

Answered: 87 Skipped: 0



Revised proposals for redesign of Resourced Provision in Cumbria



■ Strongly agree
 ■ Agree
 ■ Neither agree/disagree
 ■ Disagree
■ Strongly disagree

	STRONGLY AGREE	AGREE	NEITHER AGREE/DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Proposal 1 : Resourced Provision status	29.07% 25	56.98% 49	8.14% 7	4.65% 4	1.16% 1	86	1.92
Proposal 2 : Removal of "ghost places"	51.72% 45	29.89% 26	6.90% 6	10.34% 9	1.15% 1	87	1.79
Proposal 3 : New contractual agreements	23.53% 20	47.06% 40	22.35% 19	4.71% 4	2.35% 2	85	2.15
Proposal 4 : Consistency of assessment	43.53% 37	36.47% 31	17.65% 15	2.35% 2	0.00% 0	85	1.79
Overall	24.39% 20	52.44% 43	10.98% 9	10.98% 9	1.22% 1	82	2.12

Q3 Please provide any additional feedback on the proposed model:

Answered: 51 Skipped: 36

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#	RESPONSES	DATE
1	Definitely a hell of a lot better than the first one. I would have liked more details on what exactly these proposals mean rather than a high level overview. My vested interest is Cockermouth school. It was obvious in the first consultation that this school needed to keep the SEND provision - and if possible, extend it. I hope this is the case. My answers were based on this. I would also like to thank the council for listening. I've got to admit I wasn't overly optimistic but I (thankfully) might have been proved wrong.	12/19/2019 8:23 PM
2	The proposals do not give the necessary information on funding. Without this it is impossible to agree with them. It is a given that any model must be properly and consistently funded. There is a clear need to improve the current funding arrangements which are inadequate, but at the present time there is no evidence that these proposals will improve that position.	12/19/2019 7:30 PM
3	<p>Proposal 1 : Resourced Provision status This is a very sensible proposal to ensure that schools can meet the changing needs of young people in Cumbria. Given that the consultation paper talks about 'The increased prevalence of Autistic Spectrum Condition in recent years', we anticipate the county's Resourced Provision for ASC would grow and that existing Resourced Provisions for ASC would either stay the same or expand. A timescale for communication about any changes would be very helpful for schools to plan ahead.</p> <p>Proposal 2 : Removal of "ghost places" This is a very sensible proposal and something we called for in the last RP consultation. We would expect to be unaffected by this proposal other than, perhaps, to be funded for more places in future because of the growing need for SRP provision. As we have been consistently over our allocation of 24 places for years now, it would help the school to plan for the future more effectively and provide stable resourcing and staffing of students if the number of resourced places for each Resourced Provision was reviewed and increased as appropriate.</p> <p>Proposal 3 : New contractual agreements We agree in theory and welcome in principle the proposal for a contractual agreement between schools and the LA. Increasing dialogue and sharing good practice could be other very positive consequences of a regular system of quality assurance and review. Before giving our full endorsement of this proposal, we would like to know what the contract is!</p> <p>Proposal 4 : Consistency of assessment We think it is important that children's needs are regularly reviewed and, where appropriate, their placements are changed accordingly to best meet their needs. We agree that this should not be determined by a rigid application of the banding criteria, but that the broad needs of the student must be considered. We would call for clearer guidance on these criteria and an open discussion about which students' needs are best met by each type of provision including mainstream, SRP, the Cumbria Academy for Autism, Special Schools and residential provision.</p>	12/19/2019 5:39 PM
4	Please can you advise where you are considering commissioning alternative provision to Schools and Transition into Adulthood eg Supported Internships.	12/19/2019 3:36 PM
5	<p>Special school response In the west and the north there appear to be special school admission meetings separate to EHCP panel moderation meetings who take the views of EP's, Special School, Specialist Advisory Teachers from SEND TST in the case of children with Vision Impairment and or deaf and hearing impairment A strategic approach is used, based on information from many partners. CYP of the greatest need attend special school and there are "emergency places". In the south it appears different. It appears that Head teachers are requested to offer places via the EHCP panel Moderation meetings and EHCP co coordinators. It seems that places are allocated as</p> <ul style="list-style-type: none"> • first come first served. • Special schools can say to parents that they can or cannot meet a child's needs without consulting a SEND TST DHI or VI teacher/EP/NHS professionals. • The schools appear to have the power to give places independently of the LA. Eg, child with DHI in Kendal area. The drivers appears to be whether or not a parent wishes a special school place or a school says they cannot meet need/ have a place. There is no Barrow and South lakes special school admission panel meeting to my knowledge. The big picture of types of need, numbers and ages of nursery and school age children needing special school placement does not seem to inform whether or not a place is be allocated. This may mean the south runs out of places for CYP with the most profound need in any given class. In the south there appears to be no intelligence gathering about children before they are of school age. This could be done. All we would need is a (twice yearly?) meeting to create a list of children who may or may not need special school nursery provision or whether or not these children could attend an appropriate mainstream Nursery. The following professional groups know about pre- school children with complex medical needs. special school representative: so they are aware of which children could attend in the future then: LA Educational Psychologist rep. • The NHS (health visitors, occupational therapist, physiotherapist. Speech and language therapist, sometimes dieticians. Alexandra.Nancollis could help with other NHS professionals not listed above. • Early Years and Childcare 	12/19/2019 2:59 PM

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Adviser/AreaSENCO || Learning Improvement Service • SEND teacher support team for Deaf and Hearing Impaired (involved via NHS audiology department) often involved with children with DHI and complex needs who may or may not need special school • SEND teacher support team for Vision Impairment (we are involved often via NHS, various professional) often involved with children with VI and complex needs who may or may not need special school • Possibly representative from Action for Children or similar depending on local circumstances. Then these young children , could be considered then at Special School admission meetings, with a view to being placed at special school at some point in their school life. Special school admission panels would of course be considering CYP who are attending mainstream but need a different placement for different reasons. e.g ASC. At this point EP/ and other SEND TST specialist teachers could inform the Special School Panel of appropriateness of place. Of course I may have miss understood the process across the south of the county and would welcome clarification if I have miss understood. I am worried about the nursery places that are losing ghost place funding. It really takes energy, thought and funding to meet the needs of complex medical needs nursery children. But it could free up space in special school? I am a

6	A much better framework overall. However, it is going to be vitally important that the money going into the SRPs is monitored and you ensure that it is being spent appropriately on the children with SEND. I would also like to see SRP managers have a greater degree of input into how the money going into schools with SRPs should be spent – surely the money should be ring-fenced for SRPs? It might also be prudent to monitor how any school with an SRP treats its pupils with SEND with regard to ensuring that schools and Headteachers/SLT are not only mindful about the needs of such pupils, but are also being open and transparent with pupils and parents. Schools should ensure that their policies adhere to The Equality Act 2010 and not just pay "lip service" to it; any behaviour policies within a school should reflect reasonable adjustments and all staff be aware of how and why they need to make such adjustments; exclusions of SEND pupils monitored - especially in schools with SRPs. SENCOs/Heads of Department for SRPs and other staff in SRPs should also be fully trained to a high level, not just complete minimum training; line managers for SRPs/SEND should also have a greater degree of training so they understand the needs of the department.	12/19/2019 2:05 PM
7	given that there is no information on funding, i have to strongly disagree with this proposal. our school has to subsidise every place in the RP unit. Thus, the more places we accept, the bigger loss we make unless the unit is FULLY funded plus. if we need a specialist qualified teacher for the unit, this is not currently possible within our current budget and funding. Thus although the contract solution is of interest, it is only feasible if full funding plus is provided. Every child needs full funding, including funding for all break and lunchtimes. we might be better off for all other pupils NOT to have an RP unit at all. There is currently no funding for a specialised teacher or support staff where many children need constant 1:1 throughout the day. we are strong supporters of inclusion but this is a major drain on resources which will have to result in staff reductions and redundancies if RP units are not fully plus funded. in summary, each RP pupil is a drain on resources - the more we take the more we lose and the less there is available for mainstream pupils	12/18/2019 7:11 PM
8	There needs to be consideration made for resourced provision for SEMH other than the PRUs. This seems to be a growing need in the county.	12/18/2019 12:45 PM
9	There remains some issues to resolve around the funding and assessment of SEND in the county. It will be important to monitor the impact of these proposals and be ready to intervene again if they are not as effective as hoped for.	12/18/2019 8:55 AM
10	I am in favour of a review of Resourced Provision Status to reflect the growing trends within SEND, so that students can continue to access their local school where there is established expertise within the school. Whilst I agree that the proposal to removal ghost places is in principal a good idea, there may need to be a consideration of a base funding to ensure schools do not loose expertise during lean years. Whilst I agree that there needs to be standards set out for provision, we feel that there needs to be both consultation and clarity of what those standards would look like. Likewise the proposal that there be an 'expectation of collaboration with special school built into agreements to ensure that expertise in the county is put to best use needs' needs to be explained before we can wholeheartedly agree. As stated, I think that it is important that there is flexibility in the system and that the local authority agree to resourced places for children who fall outside criteria but would benefit from a resourced place, we do feel that currently there is an inconsistency in the system	12/17/2019 2:40 PM
11	The resources need to appropriately follow the students who require them. Schools need the opportunity to plan and resource facilities over time.	12/17/2019 11:55 AM

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12	I have only put 'agree overall' because I can't not put anything but my concerns about LA holding contractual arrangements when it doesn't have the scope or capacity to deliver something on that scale is a significant worry as it also implies the contracts of employment and therefore deployment sit with the LA.	12/17/2019 10:37 AM
13	1 - my view links to C	12/17/2019 10:34 AM
14	action needs to happen as soon as possible to stop the waste of resources	12/16/2019 4:24 PM
15	I agree with the removal of RP ghost places ONLY IF the top up funding of SENCAT 15 is applied consistently.	12/16/2019 3:35 PM
16	It is difficult to assess how this will affect our children as parents do not have in writing anywhere confirmation of what Band their child cut refits in. This should be on the EHCP and be more clearly and transparently communicated.	12/16/2019 2:58 PM
17	Would be keen for post 16 places to be made available too, for example, if students have significant needs relating to the area of need that has warranted a SRP place when they move to college this level of support tends to decrease - perhaps meeting a gap in provision for 16 to 18 year olds should also be explored with existing SRP's?	12/16/2019 1:39 PM
18	The options are not clearly presented and I found it very hard to understand and make a decision on which would be the best option for Cumbria. I am familiar with 'professional speak' and I found this very unclear, I do not feel this will be accessible to a large proportion of our families.	12/16/2019 12:48 PM
19	Lack of information provided on funding - proposals will not work if not adequately funded. Proposal 1: Yes - RP must be reviewed and updated to better meet the needs of individuals and schools. Proposal 2: No - ambiguous and lacking detail to ensure the retention of qualified staff and adequate resources to support the needs of pupils. Proposal 3: Yes - need for clarity and response across the system. Proposal 4: Yes - consistency is essential to ensure pupils progress is maximised and built upon.	12/16/2019 11:57 AM
20	we need additional information linked to funding if we are able to make a valued judgement. As we know for any provision be to be successful we need to ensure adequate funding is allocated to settings. Schools are already at breaking point. To expect them to do more with less funding is not viable. it will break the camels back. This consultation does not give any indication about funding - this is totally unhelpful. We also need to ensure that the RPs are linked to the needs of the area. Currently Carlisle has limited resourced provision to meet the needs of complex children especially children with behaviour challenges and autism. Wider consultation needs to happen with more detail- especially funding	12/16/2019 11:19 AM
21	Further information needs to be provided regarding funding which is essential to make the proposal work. Resourced provisions are effective but not affect the resources of the school and the rest of the pupils. I agree that there needs to be a review of the status of resourced provision, including ensuring that all parents of SEN children are fully informed of the option of resourced provisions. Carlisle should have resourced provision as James Rennie is clearly full and other schools have pupils who would be better placed in either JR or a resourced provision but are in mainstream education that isn't fully meeting their needs due to space, lack of expertise and lack of resources. Some flexibility must also be planned in to allow places to be available without long waiting times to find staffing etc. Collaboration with special school is essential as they are definitely the experts and offer very valuable information and insight to support SEN children in mainstream, now that SATs are very few and far between.	12/16/2019 10:45 AM
22	Please provide more detail as to the details of the expected collaboration with special schools; will this be individualised to each school or a blanket county level agreement? How will differences of professional opinion be resolved?	12/16/2019 9:51 AM
23	Overall: It is not possible to agree with the proposals overall because there is no information provided on funding. Without adequate funding, the proposals will not work. Resourced Provision will only be sustainable if each setting is fully funded, and does not drain resources from the host school. Many schools are already seriously financially hard pressed, and cannot afford further demands on their budgets. Funding is needed for each Resourced Provision to provide support for each individual pupil, for the employment of a specialist teacher, for the retention of staff with appropriate expertise, and for the maintenance and development of the Resourced Provision equipment and facilities. Current RP funding arrangements in 2019-20 are not sufficient to even meet the needs of the support for each individual pupil. There is no funding at present for a specialist teacher, staff retention or equipment and facilities. This RP	12/14/2019 12:46 PM

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consultation provides no detail at all as to what future funding arrangements will be. It is not possible to support these proposals without knowing what financial support will be available for existing or new Resourced Provisions. How will existing RP schools be retained, and how will new schools be recruited, if funding is inadequate and the RP unit is a drain on other resources? In terms of the individual proposals... Proposal 1: Yes, Resourced Provision status must be reviewed and updated so that there is wider and more consistent provision across the county, designed to meet needs. For example, Carlisle currently has no designated Resourced Provision at all. Proposal 2: No, this proposal is not sufficiently clear or detailed - and the final sentence is ambiguous. Ghost place funding was planned to end in 2019-20, but has not, as 8/11 settings are still receiving funding. It would not appear reasonable to continue long term unoccupied place funding in future (£10,000 per place, under DfE guidelines). However, Resourced Provisions are not adequately supported with their existing place funding alone (£6,000 per place). Future funding arrangements must be adequate to support the needs of the children, to retain appropriate qualified staffing and to provide adequate resources. Proposal 3: Yes, new contractual arrangements are essential so that there is greater clarity and responsiveness in provision across the system. Collaboration with Special Schools and the wider system should be encouraged. Contracts MUST be negotiated and agreeable to all parties so that they are realistic, manageable and achievable within actual funding. Proposal 4: Yes, consistency of assessment is essential so that children and families are supported consistently and fairly according to need. Within and across RP settings, consistent assessment is needed to ensure individual pupil progress is maximised and the quality of teaching and learning can be maintained and built upon.

24	<p>There is insufficient detail to give a full response but based on the information given I feel that the proposals are reasonable and will have much less impact on the children/young people with SEND than with the previous proposals. Proposal 1 - This needs a fuller explanation as to how it would work in practice. There is a lack of specific places for Autism so this proposal has the potential to go some way to address this. Provision needs to be planned ahead to ensure there are sufficient places at each stage of education. It also needs to take into account that some children, particularly with ASD, struggle in Mainstream the further on in their education. In my experience this tends to be in KS4 as I am aware of many children (including my own) who are unable to cope with the pressures of GCSE's and the rigorous drive for results in Mainstream Schools. This needs to be planned to ensure children who struggle do not miss out on their education because of a lack of places. I also believe that FE provision is poor for Young People with SEND, with a complete lack of choice and placements being restricted to 3 days per week. Proposal 2 - Removal of Ghost Places, where they exist, should be carried out as a priority. Proposal 3 - This is a positive step forward. There is a lack of accountability and it appears that some RP schools continue to receive funding even though it is not being used to benefit the specific child/young person. This has led to complacency that the funding is guaranteed. A system for obtaining feedback from parents needs to be built in to help ensure the LA are getting value for money from the SRP and that pupils are receiving a high quality education. Proposal 4 - This is also essential to ensure that children with SEND receive early intervention and can be supported throughout their education. The current system appears to be a case of 'which parent can shout the loudest' and it often seems to be a lengthy battle to ensure children are given the support they need and are entitled to. The system seems to be designed to make parents 'give up'. The SEND team needs to be properly resourced to ensure that the SEND regulations are adhered to.</p>	12/13/2019 8:47 PM
25	<p>While a re-organisation of RP is undoubtedly needed, there appears to be no consideration of provision for SEND children who are below school age, yet are still entitled to receive 15 hours and in some cases 30 hours provision. How does the Local Authority intend to provide for these children? There is no reference to Early Years in the RP consultation. Early and timely intervention can reduce the need for more specialised provision later in a child's education but this appears to be completely omitted in the consultation document. Current Inclusion Fund grants do not meet the required levels to provide adequate support for our very youngest children and leave both providers and families wanting.</p>	12/13/2019 2:39 PM
26	<p>Your proposals need to acknowledge the existence of FASD. Currently children with FASD are most likely to receive a diagnosis of ASD or ADHD. FASD is more prevalent than ASD, but is not currently on the SEN radar because it is not talked about, teachers and healthcare professionals are not sufficiently aware of how it presents. The CCGs in Cumbria responded to a recent NOFAS-UK survey to confirm that there is no care pathway in Cumbria for FASD. No diagnosis or misdiagnosis leads to lack of appropriate provision in schools.</p>	12/13/2019 11:46 AM
27	<p>I think this could lead to a much fairer allocation of resources to the benefit of children with SEND. I am concerned that schools should be able to plan long term however, particularly with</p>	12/12/2019 3:44 PM

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regard to staffing and staff training. These aspects of provision and support are key to children with high levels of need and so must be maintained and improved through investment. This is less likely to happen if planning is short-term. Even a 3 year review is quite short term in my view.

28	I feel that there is no option here for schools to apply to become resourced provisions when they have had to change their model in order to meet the needs of the children they serve.	12/12/2019 1:14 PM
29	I trust that provision for academy schools will be inline with LA schools.	12/11/2019 8:18 AM
30	I think that contractual agreements between the LA and individual schools will be useful as long as they are fully supportive. That includes the support offered by the LA in regards to SEMH provision with the PRU's, they also need to have contractual agreements with schools and offer support which is clear and consistent.	12/10/2019 8:49 PM
31	we desperately need primary RP in the Carlisle Area	12/6/2019 1:28 PM
32	Maybe don't just react to recent changes in need and consider the breadth of needs. Alternatively, build in a flexibility of re/designation?	12/6/2019 9:52 AM
33	The CCC need to be aware that if a certain level of funding for the provision is not forthcoming, then the monies spent on the servicing of kit i.e. hoists, waste collection, electrical wiring tests, wash beds, may well be stripped away leaving the provision below the standard expected and could lead to the inability of that provision to meet a local need.	12/5/2019 2:38 PM
34	I would like to know more detail about what the contractual arrangements look like and how they would work	12/5/2019 11:39 AM
35	I agree with the principles outlined but it is very difficult as the headteacher of a resourced provision school to respond when we do not really know the potential impact on our school. The removal of ghost places does give me some concern regarding the maintenance of staffing and resources if we have cohorts with less need sometimes.	12/5/2019 9:32 AM
36	Whilst much of this consultation is welcome, there is an almost complete lack of detail as to how this model will operate. On the face of it the proposal does seem to be the same, bar it's lack of detail, as the original summer 2017 consultation, only two and half years with no change! The focus on ASC is positive, as is the recognition of the need to consult separately on each individual school change of provision. It remains disappointing that there is no indication of plans for Early Years provision and the implication of Schools Forum papers is that there is no plan to consult (as required by law) on the removal of RP status from the Maintained Nursery sector.	12/4/2019 2:16 PM
37	The minimum level of support in schools needs to be considered in order to cater for absences of the support staff. Would this come from a central resource pool?	12/3/2019 9:20 AM
38	It seems to me that these are all arrangements that the LEA should already be doing. Regarding Proposal 1, schools and families in local areas should be consulted when the location of RPs is in question. The existence of experienced staff, good resources and facilities and an inclusive ethos make it worthwhile asking children to travel to another town. Trying to create such a positive environment from scratch in a new place would take time and may disadvantage children caught up in a time of transition.	11/26/2019 10:44 PM
39	That the removal of ghost places is the best thing proposed in this as there are many schools getting money for having no students there.	11/25/2019 9:36 AM
40	Your document is very vague. Proposal 1 can mean anything you want it to. 2 - schools budget s will be difficult to manage if places are removed ad hoc. 3 - again vague & not clear about anything. 4 - consistency of assessment should be a given and not being introduced at this late stage	11/24/2019 9:49 AM
41	In view of the fact that there is no resourced provision for D/HI pupils in Cumbria currently and the revised consultation document does not distinguish between the different needs of different SEND children, I have submitted this as a contribution to the planning process with regard to D/HI Deaf children without additional learning difficulties, if their needs are appropriately met, will perform in school as well as their normally hearing peers. Deafness is a low incidence disability. About one in a thousand babies will be found to have a severe to profound hearing loss, another one in a thousand will have a hearing loss at a level which, without any intervention, will have some effect on their development. In a county such as Cumbria with its low density population this means that the numbers of deaf children in a particular area will not	11/22/2019 2:55 PM

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be constant. There may be a cluster of children with significant hearing losses who are of a similar age, then there may be a gap of a few years when fewer are born or move into the county, and schools who had deaf children on their roles have none for a number of years. Studying the numbers of deaf children and their particular needs at one point in time will not provide useful information on the provision required in the longer term. The specialist teachers of the deaf who advise and support the families and schools of deaf children need therefore to be organised at a county level under the direction of an experienced specialist teacher of deaf children who can ensure the service can respond flexibly to the needs in different areas of the county as they arise. Deafness in children is a disability with a range of potentially complex long term developmental effects, not least to acquire the English language skills on which the development of good literacy skills depend. The county team of teachers of the deaf therefore requires different members with expertise in: - audiology, - child development, - normal language and speech development, - British Sign language - how childhood deafness can interact with other disabilities. It is also essential for the team to work closely with NHS and Children Services professionals To minimise the impact of their deafness on their development, deaf and hearing impaired children require their teachers to have a good understanding of the effects of their disability and the range of strategies for minimising these, as well as the ability to implement the specialist class management and teaching skills required to enable deaf children to access the mainstream curriculum and develop in line with their hearing peers. Their teachers also need the knowledge and specialist technical support to utilise to best effect a range of aids to improve the auditory access of their pupils. The acoustic conditions of the majority of classrooms in Cumbria's schools are very poor and seriously impede the aural access of deaf pupils. If there is to be no resourced provision for deaf pupils, classrooms in the local schools where the severely and profoundly deaf children are to be taught, require treating with sound absorbent materials so that the hearing aids and FM equipment of the children can be utilised. I do speak with some knowledge and understanding of the challenges of providing a good inclusive education service within Cumbria. I speak as a former Senior Specialist Advisory Teacher of the Deaf and Hearing Impaired within Cumbria's Children's Services, I was the professional lead for a team of eleven specialist teachers of the deaf and hearing impaired who gave information, support, advice and training to both mainstream school teachers and the families of deaf and hearing impaired babies and children. I also provided information, advice and policy guidance to senior managers within Cumbria's Education and later Children's Services. In a county that has long had very high levels of inclusion within mainstream schools for children with a range of disabilities, our service was held in high regard by both families and the schools of children we supported. While this is by no means the only criteria of the educational success of deaf children, those deaf pupils with Statements of Special Educational Need in Cumbria in the 1990s and 2000s achieved GCSE and A level results, which while slightly below Cumbria's average, were above the national average for pupils with normal, good hearing in England. I appreciate the the numbers of experienced teachers of the deaf and hearing impaired within the county has been reduced in recent years. The needs of the families with newly diagnosed deaf babies and the teachers in nurseries and schools with deaf pupils will not have changed and do need to be met if Cumbria is to meet its statutory duty to ensure appropriate provision for these children. I believe that the Children's Services should continue to directly provide the services for this complex and low incident disability In summary: 1. Deaf children have the normal range of cognitive abilities. 2. Deafness is a very low incidence disability 3. Their needs can best be met by a county wide team of appropriately qualified specialist advisory teachers, led by a specialist teacher of the deaf. 4. They need to work with families of newly diagnosed babies through to FE/HE 5. The team must include teachers of the deaf with additional specialities/experience as listed above. 6. They need to work as a close team with the NHS Audiology and ENT departments, Cochlear Implant teams in hospitals out side Cumbria and specialist Early Years and Social Work teams. 7. The acoustic conditions of any local school that a deaf child is planning to attend will need to be assessed by an appropriately qualified person and the acoustics improved as required. 8. Children's Services should continue to directly provide the specialist advisory services for this complex and low incident disability. Rose Foster 22/11/2019

42	Provision for children on wide range of autistic spectrum in Cumbria has been and continues to be dire ! Unless your child is disrupting the education of other pupils it is impossible to access appropriate school and county based support and input that enhances education for the individual child .. not good enough !	11/21/2019 12:49 PM
43	We feel it is important that Resourced Provisions that are successful are maintained at the existing level and funding is prioritised.	11/20/2019 11:28 AM
44	Consideration of the need for places at resourced provision for children with autism. Suitable	11/19/2019 10:20 PM

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mainstream settings that have the skills and capacity to become a resourced provision. Clarity on the funding formulas for resourced provision needed

45	The document doesn't say which resourced provisions will be affected and to what extent. It is far too vague.	11/19/2019 7:18 PM
46	Although Resourced Provision does not affect me directly, I am very relieved to read that the children involved will not be moved.	11/19/2019 3:32 PM
47	Please can FASD be included.	11/19/2019 1:28 PM
48	Whilst keeping the resourced provision is a sensible option, the removal of the ghost places has/are going to hit these schools hard. Many children are unofficially directed towards these schools because they are good at dealing with children with a particular SEN and the local school 'can't meet their needs.' The ghost place money is sometimes the only way that these schools can stay afloat and offer the level of support these children need. The consistency of assessment is important so that if children are directed to the right Resourced Provision. Also continuity of provision is important. In the south there is no KS3/4 autistic provision. All the good work done by other providers can go out of the window.	11/19/2019 12:51 PM
49	Removal of resourced provision status may lead to schools needing to make redundancies as staff previously employed using resourced provision funding can no longer be kept on due to budget constraints.	11/18/2019 9:00 PM
50	My sons is autistic adhd and pda and still no help at mainstream school I have fought this for years still no ehcp or extra help he stays in at school at lunch and break times this is no life for a child with extra needs at school	11/18/2019 7:40 PM
51	The original RP model was strong, in that it was highly inclusive through providing a flexible bridge between special and mainstream provisions. However, it was not managed or monitored from the centre, for various reasons, and so it slowly decayed. The current proposals have the potential to fix what is wrong with it, whilst retaining its important strengths. Providing that the responsibility for supporting and monitoring it is clearly delineated, it should work very well.	11/18/2019 4:06 PM