This consultation is about the development of our provision for children with a Statement of Special Educational Needs (SEN). We need a review for the following reasons:

- The significant increase in population in the borough will require more places in specialist provision and special schools
- Our strategy for SEN and inclusion needs to develop to meet change in pupils needs and aspirations
- To ensure that options are provided locally for children with complex needs

This consultation has three main themes:
1. Type and size of provision
2. Location of provision
3. Integrated working

Further details about the background to this consultation are available in a supporting document at http://www.ealing.gov.uk/info/200628/current_consultations

Consultation – timelines and how to respond

Consultation commences on Monday 19th March and closes on Friday 4th May at 23:59hrs. You can have your say by completing the questionnaire online at www.ealing.gov.uk/info/200628/current_consultations or by completing the attached form and return to the council. Freepost RRHK-KHZA-UKRU, Special Educational Provision Consultation, Ealing Council, Wembley, HA0 4PE

Should you have any queries or require additional copies of the consultation questionnaire please do not hesitate to contact Samantha Chidenga on 020 8825 9647 or email schidenga@ealing.gov.uk

We will use information from this consultation to determine the best possible solutions for our children with special educational needs, so that they have sufficient and appropriate special educational provision in the future. Ealing wants all current and future pupils to receive high quality education and reach their fullest potential.

Give your views online at: www.ealing.gov.uk/info/200628/current_consultations or complete the Consultation Response Form attached.

Consultation closes on Friday 4th May 2012
Theme 1: Type and size of Provision

We currently have six special schools within the Borough:

- Mandeville School (3-11) pupils with Severe or Profound and Multiple Learning Needs and Autistic Spectrum Disorders.
- Castlebar School (4–11) pupils with Moderate to Severe and Complex Learning Needs and Autistic Spectrum Disorders.
- Springhallow School (4-16) pupils with Autistic Spectrum Disorder and Complex Learning Needs
- John Chilton School (4-16) pupils with Physical and or Medical Difficulties.
- Belvue (11–19) pupils with Moderate to Severe and Complex Learning Needs and Autistic Spectrum Disorders.
- St Ann’s (11–19) pupils with Severe or Profound and Multiple Learning Needs and Autistic Spectrum Disorders.

We have ten additionally resourced provisions (ARPS) in mainstream schools:

**Primary**
- Allenby Primary (SLD / ASD) Unit
- Beaconsfield Primary
- Coston Primary Key Stage 1 only
- Drayton Green Primary
- Gifford Primary Hearing Impairment (HI)
- St John’s Primary (speech, language and communication needs)
- Selborne Primary (due to open 2013)

**Secondary**
- Dormers Well High School HI
- The Cardinal Wiseman Catholic School (speech, language and communication needs) (Due to open 2013)
- North Ealing Church of England Academy ASD (proposed to open 2013 or 2014)

There are also over thirty children’s centres across the borough catering for children age 3-5. Three of the children’s centres have units for children with additional needs.

In summary, we are consulting on whether the range of needs and/ or number of places at this specialist provision should:

1. Remain broadly the same
2. The ratios be rebalanced to cater for the rise in needs
3. More significant changes made to the range of needs

**Special Schools**

The first expansions required to meet with current increased demand for places, would be at Mandeville, Castlebar and Springhollow (subject to the outcomes of this consultation). We anticipate that pressure on secondary places will start at St Ann’s in 2014/15 and subsequently at Belvue in 2016/17.
Mandeville School (primary for pupils age 4 to 11) and St. Ann’s School (secondary school for pupils age 11 to 19)
Both schools cater for pupils with severe and complex needs including autistic spectrum disorders, severe learning difficulties, profound and multiple learning difficulties. Children often have additional sensory or physical disabilities, complex health needs or mental health difficulties.

Please indicate which option you prefer for Mandeville School and explain why.

- **Option A** - Increase the capacity of Mandeville School from 90 to approximately 150 and increase the proportion of PMLD and SLD pupils with additional and complex learning needs including ASD
- **Option B** - Increase the capacity of Mandeville School from 90 to approximately 150 with no change of emphasis
- **Option C** - If you do not support this proposal to expand Mandeville, please state an alternative option that will meet our objectives.

Please indicate which option you prefer for St Ann’s School and explain why.

*(Please note that proposals for St. Ann’s are subject to further assessment of feasibility)*

- **Option A** - If possible, increase the capacity from 90 pupils, and increase the proportion of PMLD and SLD pupils with additional and complex learning needs including ASD
- **Option B** - If possible, increase the capacity of the school with no change of emphasis
- **Option C** - If you do not support these proposals to expand St Ann’s, please state an alternative option that will meet our objectives.

Castlebar School (primary for pupils age 4 to 11) and Belvue School (secondary school for pupils age 11 to 19)
Both schools cater for pupils with moderate to severe and complex learning difficulties and autistic spectrum disorders, who are able to benefit from a modified, adapted curriculum. Many of the children have additional sensory difficulties and other complex needs.

Please indicate which option you prefer for Castlebar School and explain why.

- **Option A** - Increase capacity of Castlebar school from 105 to approximately 150 and moving the emphasis from low moderate learning difficulties/high severe learning difficulties including ASD to complex/severe learning difficulties, including Autism and SLD
- **Option B** - Increase capacity of Castlebar school from 105 to approximately 150 and keep the current profile of provision
- **Option C** - If you do not support these proposals to expand Castlebar, please state an alternative option that will meet our objectives.
Please indicate which option you prefer for Belvue School and explain why.
*(Please note that proposals for Belvue are subject to further assessment of feasibility)*

- **Option A** - If possible, increase capacity from 110 and moving the emphasis from moderate learning difficulties to complex, ASD and more severe learning difficulties
- **Option B** - If possible, increase capacity and keep the current profile of provision
- **Option C** - If you do not support these proposals to expand Belvue, please state an alternative option that will meet our objectives.

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**Springhallow School (for pupils age 4 to 16)**

Springhallow caters for pupils with autistic spectrum disorders, including Asperger’s syndrome. Pupils’ cognitive ability levels range from average to severe learning difficulties. All pupils have a diagnosis of autistic spectrum disorder, autism or Asperger’s syndrome and present severe difficulties in social interaction and communication. Many have additional needs relating to their diagnosis that may include high levels of anxiety, obsessive behaviours and an increased likelihood of developing mental health issues as they get older.

Please indicate which option you prefer for Springhallow School and explain why.

- **Option A** - Explore an option to develop the primary or secondary phase of Springhallow on a mainstream site and to increase the overall capacity of the school, e.g. including post-16 provision. To provide for pupils with autism and Asperger’s syndrome including complex behavioural and emotional needs, with cognitive ability levels above SLD
- **Option B** - Build a new all-age special school on the same site, increasing the capacity to provide for pupils with autism and Asperger’s syndrome including complex behavioral and emotional needs, with cognitive ability levels above SLD
- **Option C** - If you do not support these proposals to expand Springhallow School, please state an alternative option that will meet our objectives

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**John Chilton School (for pupils age 4 to 16)**

John Chilton School is a school for pupils with severe and complex physical and/or medical disabilities. Children at the school have a range of learning difficulties from mild to more severe. The school caters for ages 4-16 and is located within a West London Academy with a shared campus offering opportunities for the inclusion of pupils into mainstream education.

Please indicate which option you prefer for John Chilton School and explain why.

- **Option A** - To maintain the same capacity and cater for pupils with physical disabilities and move emphasis towards those with more complex needs and severe learning difficulties.
- **Option B** - To remain the same size and cater for same types of needs as it does at present
- **Option C** - If you do not support these proposals for John Chilton, please state an alternative option that will meet our objectives.
**Additional Resourced Provision/ Units**

In 2011-12, children centres created additional temporary classes for children of reception age. This allowed children additional time in a developmental foundation stage curriculum. The model has proved successful and could form part of longer term plans to allow the Authority to meet the increasing demand for special school places.

**Children’s Centres**

In 2011-12, children centres created additional temporary classes for children of reception age. This allowed children additional time in a developmental foundation stage curriculum. The model has proved successful and could form part of longer term plans to allow the Authority to meet the increasing demand for special school places.

**Please indicate which option you prefer and explain why.**

- **Option A** - Allow some children with SLD to remain at Children’s Centres for their Reception year and possibly Year 1
- **Option B** - If you do not support this proposal for Children Centres, please state an alternative option that will meet our objectives

**Primary Phase ARPs and Units**

- Do you agree or disagree the proposal that ARPs should, where possible, offer places at both Key Stage 1 and Key Stage 2?
- Do you agree or disagree with the proposal that some flexibility of provision should be explored with ARPs to ensure that a suitable range of pupils needs can be met?

**Secondary Phase ARPs and Units**

Although the rise in population experienced in the primary phase will not fully impact on secondary schools until 2016/17, we recognise the need to reevaluate our secondary requirements. We need to consider the introduction of more provision in the following context:

1. The need to provide sufficient mainstream secondary school places
2. Responding to a rising population and proportion with complex needs
3. Scope for expansion of existing High School Sites and premises
4. Suitability of provision
5. Value for money
6. Flexibility of provision particularly ARPs

Do you have any comments on the points listed above? Are there any other factors you think should be taken into account when planning for expanding ARPs?
Theme 2: Location of Provision

We want to hear your views about where special schools should be located taking into account:

• Separate sites or shared sites. There are advantages and disadvantages to both. Shared sites offer a wider range of facilities and potential for inclusion in both types of school life and after school activities. John Chilton School and ARPS already offer this model.

• Location of other related facilities and services.

• Geographic spread across the borough. Distances from home to school and transport all have a significant bearing on the daily life of children and their families. For pupils, it is time consuming and exhausting to travel for long periods. For teachers, teaching strategies have to be adapted to respond to pupils needs following a long journey and preparing for the return journey. For the Council, a significant budget is allocated to transport reducing resources for teaching and learning.

Do you have any comments on the points listed above?

Theme 3: Integrated Working

Our experience shows us that there are clear advantages to more integrated working between different agencies and across different phases from early years through to adulthood. We want our expansion strategy to embrace innovative and evidence based good practice for children with additional needs.

We also want to explore if we can better join up the support and services that pupils receive from a range of agencies and providers, particularly as children make transitions from one provision to the next.

Do you have any comments on the above?

We will accept one reply per person for this consultation, for your views to be included please give your contact details below (this information will not be passed to any third party and will be used solely for the purposes of this consultation):

Name: ___________________________
Postal Address: ___________________________
E-mail: ___________________________

Which best describes you? I am a: (please select all that apply)

[ ] Pre-school parent/carer
[ ] Current special school parent/carer
[ ] Current mainstream school parent/carer
[ ] School staff or Governor
[ ] Local resident
[ ] ESCAN
[ ] NHS
[ ] Voluntary organisation (please specify)

If you are a parent/carer, which age groups do your children fall into? (please specify how many children in each age group)

Pre-school age (0-5) [ ]
Primary age (5-11) [ ]
Secondary age (11-16) [ ]
Post 16 [ ]

If your child/ren is/are of school age, which schools do they currently attend?

[ ]
Optional Background information:
We will not give your personal details to anyone else. Monitoring allows us to ensure that we are consulting people who are representative of our borough and helps us to make our consultations accessible to all. Under the Data Protection Act 1998 the information we are asking you is "sensitive" and we need your consent to process it. When you fill in the boxes below you are giving your consent. The disability Discrimination Act 1995 defines a person as having a disability if s/he 'has long term physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.'

Do you consider yourself to have a disability?
❑ Yes  ❑ No  ❑ Prefer not to say

To which of these groups do you consider you belong? Please tick one box only
❑ White
❑ British
❑ Irish
❑ Gypsy or Irish traveler
❑ Western European
❑ Eastern European
❑ Any other White background, please specify

❑ Mixed
❑ White & Black Caribbean
❑ White & Black African
❑ White & Asian
❑ Any other mixed background, please specify

❑ Black or Black British
❑ Caribbean
❑ Somali
❑ Other African
❑ Any other Black background, please specify

❑ Asian or Asian British
❑ Indian
❑ Pakistani
❑ Bangladeshi
❑ Chinese
❑ Any other Asian background, please specify

❑ Arab
❑ Any other ethnic group, please specify

Thank you for your time