

Appendix 4 – Anonymised responses to consultation

On behalf of the National Deaf Children's Society, we welcome the opportunity to contribute to the consultation regarding Rushey Green. Additionally, in line with our broader discussions we raise the following suggestions:

- The local authority continue to work closely with the 3 families accessing provision at Rushey Green and facilitate a person-centred approach to the change process for them.
- Please do signpost these families to our free helpline, whereby they may also be able to access impartial information and possibly individual support from a named officer.
- We encourage you explore a hybrid placement offer with Coopers Lane and a local setting for these families.
- In line with growing on the success and remit offered at Coopers Lane and to meet future needs of the wider primary cohort, we suggest for your consideration the development of an intensive early years / KS1 language, communication and social development offer at Coopers Lane. The purpose of this offer would be to 'close the gap' for young deaf children at the earliest stage of formal education, with a successful transfer into local mainstream from KS2 onwards. We are aware of a couple of local authorities in England who are taking this approach and we would be happy to continue these discussions with you.
- We suggest the local authority consults with families of deaf children of pre-school age as part of the change process to Rushey Green. This is to ensure those not yet in the formal school system are provided with the opportunity to coproduce the pathway they will be entering into.
- We are aware the secondary resource provision at Sedgehill is no longer a firm choice for families of deaf children and instead young people are preferring to attend nearby Thomas Tallis in Greenwich. We are aware this is a popular choice and spaces at this setting could be at a premium in the near future. We encourage the local authority to develop appropriate service level agreements (SLAs) to ensure deaf young people in Lewisham have stability to access this choice. We also encourage the local authority to keep this pathway under review and consider the merits of relocating their secondary provision to meet the ongoing and changing needs of deaf young people in Lewisham. Please do engage with our website www.ndcs.org.uk for sample SLA documents.
- We are aware you are keen to revisit and strengthen the post-16 offer for deaf students at Lewisham College. We have suggested you consider developing a sensory hub model and have signposted you to other neighbouring boroughs for your consideration. We are aware you have a named lead Teacher of the Deaf with post-16 responsibilities and we encourage the postholder to engage with the wide range of resources on our website to support the wider development of the post-16 offer.

To conclude: we are able to assist you with consultation as you consider may be appropriate. For example, reaching out to families with pre-school age deaf children, and/or, with deaf young people themselves in order they coproduce their local pathways.

On behalf of NDCS please do not hesitate to contact me directly to continue these discussions or seek our input as appropriate.

I want to formally express my disagreement with the centre's closure through this email.

Currently, there are only two schools in the entire Borough of Lewisham with a provision for the deaf (Coopers Lane Primary School and Rushey Green Primary School).

Unfortunately, the provision at Rushey Green has failed the deaf children and the parents by not providing a teacher for the deaf (required on their EHCP) since April (over six months). The deaf pupils were without SLT for over an academic year (now they have a new SLT) and were also for a brief period without a SENCO.

The deaf pupils at RG already lack the support they are entitled to by law. The deaf pupils of RG need a new Teacher for the deaf and more support, not the centre's closure.

~~The school suggested we transfer the children to Coopers Lane, which is not an option for us.~~ Our kids have complex needs, and removing their social/relationships circle at this point would negatively impact their lives.

We are sure many primary schools within the Borough would love the opportunity to welcome a new provision for the deaf or a provision for children with Social, Emotional and Mental Health needs.

We have started a petition against closing the centre for the deaf. You can access it through the link ([Petition Against the closure of the centre of the deaf](#)), and I also can provide the data by email. Until this minute (11th of October 2022 - 10:03 am), we have collected *over 293 signatures*, increasing by the minute. We can send you the complete list of signatures when you'd like.

Further, we would like to know the following:

- 1) *What is the detailed educational plan for each child moving forward?*
- 2) *What will the school do to minimise the impact of the last year without an SLT and six months without a teacher of the deaf?*
- 3) *What measures will they take to ensure the EHCP is met, and how will they keep track of it?*
- 4) *Clarification about the allocation of funds during the long period children did not have an SLT and a teacher of the deaf.*
- 5) ~~We need a~~ *urgent EHCP review with the presence of parents, Teacher of the Deaf, EHCP case worker, T.A, Teacher, SLT, O.T and any other professional involved in the care of each child.*

~~We need a~~ *new teacher for the deaf and the school to ensure the EHCP is followed and met.*

~~I am available to provide further information and clarification at 07913980092 and~~
~~laquelineuzdriene@gmail.com~~

Thank you very much for your time and attention in reading through this.

I am looking forward to hearing back from you.

I am writing to express my opinion on the public consultation of change in designation of the centre.

In my opinion, the School is not prepared to receive a new centre as they are failing to provide the basics of the EHCP of some of the children currently attending the school, which has caused a huge impact on their speech development and learning.

██████████ over an academic year without a speech and language therapist for the deaf and is now for over 6 months without a teacher for the deaf and ██████████ ██████████ refusing to provide the support requested.

The change of designation should not go ahead and the school should focus in providing what the current pupils need.

In response to the re-designation of the centre for the deaf at Rushey Green Primary School, ██████████ I strongly believe the school's current administration does not have the responsibility and structure required to meet the needs of SEN children.

Some of the Deaf children attending the centre also have additional needs or deafness may not be the primary need and the school. However, the school is constantly failing them by not providing qualified professionals to support these children or what is requested on EHCP, therefore the SEN children are not supported or encouraged enough to achieve their best.

The idea of the centre for the deaf or the Emotional, social and mental Health needs centre is brilliant, but if the school is already unable to provide support for such a small number of SEN pupils, how would they ensure to provide support to more children, especially children with social, emotional and mental health needs?

We see it as a great mistake.

At least not in the current inefficient RG's administration.