

<b>MAYOR AND CABINET</b>		
<b>Report Title</b>	Torridon Infant and Junior Schools ASD Resource Base: Resource Base Consultation	
<b>Key Decision</b>	Yes	<b>Item No.</b>
<b>Ward</b>	All Wards	
<b>Contributors</b>	Executive Director of Children and Young People Head of Resources (Children and Young People) Head of Law	
<b>Class</b>	Part 1	<b>Date:</b> 20 June 2012

### **1. Purpose of report**

- 1.1 This report outlines for the Mayor the outcome of the consultation undertaken on proposals to develop a specialist resource base for children with Autistic Spectrum Disorder (ASD) at Torridon Infant and Junior Schools. The report seeks his agreement to continue with this proposal.

### **2. Recommendations**

- 2.1 That the Mayor notes the responses to the consultations; and
- 2.2 Agrees to publication of a Statutory Notice for the development of an ASD resource base at Torridon Infant and Junior Schools.

### **3. Background**

- 3.1 On 3 October 2007, the Mayor received a report on the public consultation for the Lewisham programme 'Strengthening Specialist Provision' (SSP). This identified a range of proposals aimed at improving the educational experience of pupils with SEN by increasing opportunities for them to be educated locally and in mainstream schools where possible and in line with parental preference.
- 3.2 One of the key objectives of the programme was to develop a range of SEN resource bases in mainstream schools. The development of an ASD resource base at Torridon Infant and Junior Schools will contribute towards achieving this objective.
- 3.3 The proposal for Torridon Infant and Juniors Schools is to develop a resource base with sixteen places for children of primary school age with a statement of SEN and a diagnosis of ASD. The first intake is proposed for September 2013 for eight pupils, four in the infant class and four in the junior class.

- 3.4 A CYP Select Committee monitoring report on the SSP programme (March 2011) noted that the local authority's policy of developing resource bases in mainstream schools is resulting in positive outcomes for children with SEN. In particular, the SSP programme is delivering an enhanced range of local specialist provision, increased opportunities for mainstream inclusion and strengthened support, in particular, for children with ASD. A further monitoring report is due for completion this month.
- 3.5 The Governing bodies of Torricon Infant and Junior Schools were approached and expressed an interest in pursuing the option of setting up a resource base at the schools. An initial feasibility study was carried out in 2009; however the options that came out of this were not favourable in terms of cost.
- 3.6 A subsequent feasibility study carried out in 2010 produced a favourable option for the development of a modular build resource base solution.
- 3.7 After the initial feasibility study for the Resource Base had been carried out, following an approach from officers, Torricon Infant School agreed to offer a Bulge class for an additional 30 pupils from September 2010. This required work to increase capacity on the Infant site. .
- 3.8 Torricon Junior School shares a constrained site and facilities with the Infant School. Torricon Junior School is significantly under the recommended net capacity for a 3 form of entry junior school and it was recognised that additional accommodation would also be required as the 30 additional children moved from the Infant to the Junior school. In addition to classroom accommodation, the kitchen and dining hall, which are shared by the two schools, were identified as lacking the capacity to cater for the increase in numbers. They would otherwise be scheduled for replacement within the next 3 to 5 years as unfit for purpose, and will be replaced as part of the primary capital programme to deliver the additional 30 Bulge places . The new facility will also be able to cater for the additional 16 Resource Base children.
- 3.9 A proposal has therefore been developed which will provide the required additional teaching accommodation in a block which will also includes a replacement kitchen and dining hall. This scheme offers good value for money compared with the cost of replacing the kitchen and dining room at a later stage and also means that use of the site can be planned more effectively, reducing the loss of outdoor area. The kitchen and dining room is a facility shared between the two schools who currently have a total of 654 pupils on roll. This includes a "Bulge" class of 30 who will be in the schools until the summer of 2018.
- 3.10 Since the work cannot be completed during the 6 week school summer holiday, accommodation is required to provide a replacement dining hall on the school site during the construction period. If, after statutory

consultation, the Mayor's decision is to approve the resource base, the decant building can be readily configured to create the accommodation required for the resource base.

- 3.11 It is currently proposed that the resource base places will be included within the total agreed place number for both schools. Therefore the development of the resource base would not result in an overall increase in pupil numbers at either school. This is open to review at the annual consultation on Admission numbers.

#### **4. Policy Context**

- 4.1 The proposal within this report is consistent with 'Shaping Our Future: Lewisham's Sustainable Community Strategy' and the Council's corporate priorities. In particular, it relates to the Council's priorities regarding young people's achievement and involvement, the protection of children and inspiring efficiency, effectiveness and equity.
- 4.2 Lewisham's Children & Young People's Plan sets out our vision for improving outcomes for all children. It articulates the objective of improving outcomes for children with special educational needs (SEN) and disabilities by ensuring that their needs are met.
- 4.3 The Government's SEN Green Paper contains many important elements for the local authority to respond to. Of particular relevance for this report is the focus on ensuring that there is a range of educational settings available to meet the needs of all children with SEN, and that parents are empowered to make choices about which of these is most suitable for their child. The proposal to develop a resource base at Torridon Infant and Junior Schools is in line with these objectives.

#### **5. The consultation**

- 5.1 Consultation on the development of a resource base at Torridon Infant and Junior Schools ran between 19<sup>th</sup> April and 16<sup>th</sup> May. The consultation was developed and delivered in collaboration with the Head teachers and School Governors at Torridon Infant and Junior Schools. In particular, the Head teachers at the schools were involved throughout, playing a key role in the Resource Base Working Group (RBWG), advising on consultation documents, and attending consultation events.
- 5.2 Consultation papers were distributed to all parents/ carers, staff and governors of the school, together with other consultees. These included staff and governors at schools in the same 'quadrant' as Torridon Infant and Junior Schools and at special schools and schools with resource bases in the borough, trade unions who represent school staff, local councillors and MPs, officers and managers within the

Children and Young People's directorate and Lewisham health professionals.

5.3 Consultation papers were also published on the Council website for the wider public to access and respond.

5.4 Governing Body meeting

5.4.1 A joint Governing Body meeting was held on 23<sup>rd</sup> April 2012 which was attended by governors from both schools. This meeting was attended by 19 people in total, 12 governors and 4 school staff (including both Head teachers) and 3 representatives from the local authority. 4 governors from the Junior School and 8 governors from the Infant School attended the meeting.

5.4.2 The proposal was presented to the governors before they split into two groups for questions and discussion. Each group contained a mix of governors from the Infant School and the Junior School. At the end of the meeting a governor from each group summarised the main points of discussion for each group, reflecting a summary of the key issues raised by governors representing both the Infant School and the Junior School.

5.5 Staff meetings

5.5.1 Separate meetings were held for the staff of the Infant and Junior Schools on 25<sup>th</sup> April 2012. 27 staff attended the Infant School meeting and 16 staff attended the Junior School meeting. Staff were shown a presentation about the proposed resource base and were then asked to provide feedback and comments on the following questions:

1. What do you think the benefits would be of having a Resource Base at Torridon Infant and Junior Schools?
2. If the proposal goes ahead, what could be done to ensure that the resource base is successful?
3. Do you have any questions or further comments about the proposal?

5.6 Parents/ carers meetings

5.6.1 Parents were given the opportunity to attend two meetings to ask questions and discuss the proposals on 27<sup>th</sup> April 2012. 6 parents attended the morning drop in session and 5 attended the afternoon session.

5.6.2 Officers also attended the school to distribute consultation leaflets and discuss the proposals with parents at the school gates in the morning and afternoon on 27<sup>th</sup> April 2012. In the morning 28 parents were spoken to in the playground and in the afternoon 11 parents were spoken to in the playground.

5.7 School Council meetings

- 5.7.1 Consultation with pupils involved two workshops held on 4<sup>th</sup> May, one with the Junior School Council and one with the Infant School Council.
- 5.7.2 The Junior School Council workshop was attended by 22 pupils who sat on the School Council. The pupils were shown a presentation and asked to then discuss the proposals in three groups, each supported by an adult. All pupils were encouraged to contribute to the discussion.
- 5.7.3 The Infant School Council workshop was attended by 12 pupils who sat on the School Council. The pupils were shown a presentation and asked to discuss the proposals and ask questions as part of the large group. This discussion was facilitated by a teacher and the project manager. All pupils were encouraged to contribute to the discussion.
- 5.7.4 At the end of both presentations pupils were asked to go back to their classes and discuss the proposals with their classmates. The Infant School Council said that they would speak about the proposals at an assembly.
- 5.7.5 The pupils in both workshops were from a range of backgrounds and between them represented all year groups in the two schools.

## 6. Consultation outcomes

- 6.1. 27 written responses were received as part of the consultation. Eighteen responses (67%) were from parent/ carers. Nineteen (70%) of respondents were in favour of the proposal to set up a resource base at Torridon Infant and Junior Schools with seven (26%) against and one (4%) unsure.
- 6.2. Numbers of responses by category

Category of Respondent	Numbers	For	Against	Not sure/ Mixed
Parent/ carer	18	11	7	0
Governors	2	2	0	0
School staff	6	5	0	1
Pupil	0	0	0	0
Member of local community	0	0	0	0
Local organisation	1	1	0	0
<b>TOTAL</b>	<b>27</b>	<b>19</b>	<b>7</b>	<b>1</b>

## 7. Governing Body response

### 7.1. Consultation meeting with School Governors

- 7.1.1. The School Governors from both schools were supportive of the proposal.

- 7.1.2. The Governors from both schools were keen to find out more about how a resource base might work at Torridon.
- 7.1.3. The main points that arose in the joint meeting of the two Governing Bodies included queries about how the admissions process would work, what the impact would be on existing children at the school, the size of the budget for the resource base, how the resource base would be managed and how integration would work effectively.
- 7.1.4. The Governors from both schools expressed the view that close working, clear communication and consensus was required on key issues because the resource base would be shared between the two schools.
- 7.1.5. The Governors from both schools were also keen to ensure that the timetable for the resource base implementation was well planned so as to ensure that key events, such as the recruitment of staff, were carried out at the correct time.
- 7.1.6. Staff and governors present agreed to a show of hands to indicate their level of support for the proposal. All 16 Governors and staff present at the joint meeting agreed with the proposal.

## 7.2. **Governors written response**

- 7.2.1. In addition to the comments and feedback received at the Governors consultation meetings 2 Governors submitted written responses to the consultation. The consultation feedback form did not request that responding Governors indicate which school they represented.
- 7.2.2. Both written responses were very positive about the resource base proposal.
- 7.2.3. The main benefits of the resource base can be summarised as:
- More choice for parents of children with ASD.
  - Staff in the mainstream school would be able to benefit from the expertise of the staff in the resource base and this would benefit children with ASD in the mainstream classes.
  - Children in the mainstream school will gain a better understanding of ASD and special needs.
  - Children in the resource base and their parents will benefit socially from increased interaction at the mainstream school.
- 7.2.4. There were no concerns raised in the written responses from Governors.
- 7.2.5. In response to the questions and concern raised by the school Governors, if the proposal went ahead the pupils in the resource base would be included in the schools' total admissions numbers. The

admissions process would involve places being allocated in the same way as they are for special schools and mainstream schools for every child with a statement, through discussion between parents, the Local Authority 'Special Educational Need Provision and Placement Panel' and the school.

- 7.2.6. The resource base would receive additional funding to ensure that it was suitably staffed and resourced. This would ensure that teaching resources were not diverted away from mainstream pupils.
- 7.2.7. The management of the resource base and the way that communication and interaction with the mainstream school would work would be for the school to decide and manage. This is being discussed currently and all parties involved recognise the importance of getting this aspect of the resource base right.

## **8. Pupils responses**

### **8.1. School Council meetings – Junior School Council response**

- 8.1.1. The Junior School Council broke into 3 groups to discuss the resource base. Each group were asked to answer 3 questions. The pupils came up with a number of answers for each and were then asked to each vote on what they thought was their group's most important point. The most popular responses that ran through the consultation were around the following: learning, friendship, sharing, resources and inclusion. The summary of the three questions and the answers that received pupil voted for are below:
- 8.1.2. Q1. What would be good about having a resource base at my school?
  - 1. Having extra teachers to help the children in the resource base will make it a lot easier for them to learn and to be with the mainstream children.
  - 2. It would help the children in the resource base to learn at their own pace.
  - 3. It would help the children deal with difficult work and questions.
  - 4. Mixing with mainstream children would give them ideas.
  - 5. They will have their own learning place.
  - 6. They will have a private space where people will understand them.
  - 7. These are children who are different but we could bond with them.
  - 8. Some learning in class is too difficult for them, so it would be better for them to have own class.
  - 9. Have own teachers who can spend extra time helping them.
- 8.1.3. Q2. Do you think there would be any problems?

1. If you have another classroom in the playground then there might not be enough space for the other children to run around and play football.
2. A tennis ball from the playground might smash through the window of the resource base.
3. You won't be able to stay with your friend if he has autism.
4. They may have autism and their closest friend may not be able to look after them if they are in the resource base.
5. They may find it hard to concentrate in our classroom.
6. Some children in the school might feel it is unfair if the children with autism have all the resources.
7. We might feel uncomfortable when they come into our classroom and not accept them if we do not understand autism.

8.1.4. Q3. Do you have any ideas that would make the resource base better?

1. If a child in the resource base made friends with children in the mainstream school then they could bring in 3 friends to show them what it was like inside. The mainstream children could then come in and play, check that the children in the resource base are okay and make sure that they are not being singled out.
2. Could have a class pet.
3. They could spend time with children who do not have autism so they can help them.
4. Have beds in case they get tired.
5. Make the work similar to our class.
6. Own equipment for playtime.

## 8.2. **School Council meetings – Infant School Council response**

8.2.1. The Infant School Council suggested that the benefits of having a resource base at their school included increased friendship through meeting new people, making friends and playing different games together. Other perceived benefits for the children in the resource base included being able to work in peace and getting help from their new teachers if they were stuck.

8.2.2. When the pupils were asked if there might be any problems with having the resource base they said that they thought that children in the mainstream school might get jealous of the resource base and that the children in the resource base might think that their classroom was better than those in the mainstream school. The pupils were also concerned that some children might not like the sensory room, that the new children might be scared of the new big school and that their friends might play with the new children in the resource base instead of them.

8.2.3. The pupils thought that being nice to each other, playing together and encouraging mainstream children to visit the resource base would make the resource base better. They also thought that toys, cushions



and dressing up clothes, an ABC mat, alphabet step and a numbers game would also be very helpful for the children in the resource base.

- 8.2.4. In response to the concerns and ideas recommended by the pupils of both School Councils, if the proposal goes ahead children in the mainstream school would have the opportunity to visit the resource base and see what it looks like, some lessons might even be held in the resource base. Children in the resource base would spend as much time as possible integrated into the mainstream lessons. The resource base children would be fully supported by Learning Support Assistants from the resource base when they are in the mainstream setting.
- 8.2.5. In response to the concern that the new children might be scared of the new school, pupils in the resource base would be able to spend as much time as they need getting used to the resource base first and then gradually being introduced to the rest of the school site, with support from the resource base Learning Support Assistants (LSAs) when out in the mainstream school.
- 8.2.6. The school would receive funding to purchase a range of resources and the school would be able to speak to existing resource bases to find out what resources and toys worked well for the pupils in them.
- 8.2.7. The modifications to the site have been planned in order to minimise the loss of space, bringing under-used areas into the planning to mitigate the impact on outdoor space.

## **9. Staff responses**

### **9.1. Consultation meetings with staff from the Infant School**

- 9.1.1. Staff suggested that it would be helpful for the mainstream teachers to be able to talk to the resource base staff and get support, help and advice. They also suggested that the training on offer would bring wider benefits to the whole school. Staff also thought that mainstream children at the school with ASD would benefit from using the specialist equipment available and would benefit from the expertise shared amongst the teachers.
- 9.1.2. Staff suggested that full integration between the resource base and the mainstream school would be very important and that effective management, communication and interaction between the two would facilitate this.
- 9.1.3. Staff asked questions about how the resource base pupils would be supported in the mainstream classes and whether the children from the resource base would be on the school roll. Staff were also interested to know how the governance of the resource base would be determined and what arrangements would be put in place to

ensure that the resource base children were looked after at lunchtime.

- 9.1.4. Staff raised concerns about the effect that resource base pupils might have on the teachers' performance targets and whether pupils with statements attending the resource base would reduce the number of local children who could get a place at Torrington.

## 9.2. **Consultation meetings with staff from the Junior School**

- 9.2.1. Staff believed that the main benefits of having a resource base would include training for staff which would enable them to support all children with ASD in both the mainstream school and the resource base, being able to use the resources where practical for some pupils in the mainstream school with ASD and providing specialist support in class. The teachers said that the children at the school were already tolerant and used to spending time with a range of children, but that the resource base would enable them to experience interacting with an even wider range of children with SEN and that this would be a beneficially experience for the mainstream pupils.
- 9.2.2. The staff said that suitable training would be important to equip teachers and support staff with the skills that they need to facilitate successful integration for the resource base pupils. To facilitate this a clear schedule for monitoring integration was suggested and the importance of appropriate timetabling of the integration of the resource base pupils into the mainstream classes was highlighted. Staff also said that good communication between the resource base staff and the mainstream staff would be very important. The staff were clear that control of the resource base would need to sit with the two schools and that a good partnership between the two schools in running the unit effectively would be key. Staff also believed that for the resource base to work well it would be important to ensure that parents of the children in the resource base had involvement in the wider school.
- 9.2.3. The staff were interested to know how the integration between the resource base and the mainstream school would work in practice, whether having the ASD children in their classrooms would make their classes more challenging, how the resource base would be managed and whether the resource base pupils' achievement would have an impact on the schools' results/ standards.
- 9.2.4. At the end of each meeting staff agreed to a show of hands to indicate their support for the proposals. In the Infant School meeting 23 staff showed their hands to indicate that they were broadly in support of the proposal, with 4 staff unsure and none objecting. In the Junior School meeting 10 staff voted in favour of the resource base, with 6 staff saying that they were unsure. No staff objected to the proposal.

### 9.3. **Staff written response**

9.3.1. In addition to the comments and feedback received at the staff consultation meetings 6 staff submitted written responses to the consultation.

9.3.2. The main benefits of the resource base can be summarised as:

- It would allow children with SEN to work in an environment where they get the benefits of a mainstream education with all of the support that they need.
- It would help develop the skills of the staff at the school and this would have a positive effect on all pupils.
- The interaction between the mainstream pupils and the resource base pupils would be mutually beneficial for both sets of pupils.
- It would be beneficial for children in the mainstream school with ASD to be able to utilise the facility when practical.

9.3.3. The main concerns about having a resource base can be summarised as:

- Ensuring that the resource base is fully funded and sufficiently staffed.
- Ensuring that the staff have the relevant qualifications and experience to provide the support needed to manage learning and behaviour needs.
- The effects that children with extreme behaviour could have on the mainstream pupils.
- The fact that the resource base is taking up some of the playground space.

9.3.4. In response to the concerns raised by staff from the two schools during the consultation process, if the proposal was approved the schools will receive additional funding for the resource base to ensure that the provision is suitably staffed and resourced. Resource base LSAs will accompany children into mainstream lessons and will provide supervision and support at lunchtimes.

9.3.5. The Head teachers and other key representatives from the two schools have been discussing how the management of the resource base would work in the Resource Base Working Group meetings that have taken place so far. It is ultimately up to the schools to determine how they would staff and manage a resource base. Visits to existing resource bases can help with these decisions. Staff recruitment would begin far enough in advance of the resource base opening to ensure that suitable staff are recruited with enough time to get the resource base ready for opening.

9.3.6. The resource base would be located in the decant dining facility which is already on site. The building has been positioned so that it takes up as little of the playground space as possible. Part of the

space that is located behind the proposed resource base would be used to provide a secure play area for KS1 resource base pupils. The Head teachers have reported that the building has not had an adverse effect on pupils' play.

- 9.3.7. Inclusion is a key feature of having a resource base at a mainstream school. Schools are expected to encourage and facilitate mainstream integration as much as possible for each individual pupil and would plan a pupil's integration with support from professionals and parents.
- 9.3.8. A provisional training plan is being developed in conjunction with the school and the ASD Outreach Service to ensure that all staff would receive suitable training before the resource base would open. Staff in the mainstream school would be able to access this training and further in-depth training would be provided for staff working in the resource base. Support and assistance from the ASD Outreach Service would continue beyond the opening of the resource base.
- 9.3.9. Whilst geographical location is a factor in deciding an appropriate placement for a child, it is possible that resource bases at schools in the borough could be used by children from across Lewisham.

## **10. Parents/ carers response**

### **10.1. Verbal feedback from parents/ carers in the playground**

- 10.1.1. The majority of parents/ carers spoken to in the playground were very supportive of the resource base proposal. Comments included that the resource base was "an excellent idea" and that it would be "a good idea for the whole school for all children with and without ASD or SEN".
- 10.1.2. One parent/ carer wanted to know whether the children admitted to the resource base would be suitable for a mainstream environment and was told that children would only be recommended for a resource base place if their statement indicated that they would benefit from and were suitable for a level of mainstream integration, but needed some extra support.
- 10.1.3. One parent/ carer was against the proposal stating that the school was being asked to do too much increasing the forms of entry at the mainstream school as well as opening a resource base. In response to this concern the Head teachers feel very confident that they would be able to introduce these changes together and that they have the expertise and capacity to do this effectively. The proposal to expand the Junior School is not being progressed, so this will not impact on the two school's capacity to deliver the other changes simultaneously.

### **10.2. Parents/ carers meeting response**

- 10.2.1. The feedback from the parents/ carers meeting was positive, with no parents/ carers objecting to the proposals.
- 10.2.2. Positive feedback included the benefits of teachers receiving ASD training and the knock on effect this would have on pupils with ASD in the mainstream school. In addition parents/ carers thought that the sensory room would work very well for children with ASD.
- 10.2.3. Parents/ carers also believed that it was good that this proposal would contribute to meeting the real need for additional ASD provision in Lewisham and that the resource base would bring advantages for parents/ carers and pupils as they would have an alternative option to mainstream and special schools.
- 10.2.4. The main topics discussed at the meeting were around how the admissions process would work for the resource base, what would happen to the children once they had finished at the schools, whether other children with ASD in the mainstream school would be able to utilise and benefit from the resource base and whether specialist staff would be recruited and trained.
- 10.2.5. In response to the parents' questions, if the proposal was approved the resource base would be for children with a statement of ASD; however it would benefit the whole school because of the expertise of the resource base staff and the training the whole school would receive. It would be a shared facility and up to the two schools to determine how they would manage it.
- 10.2.6. School staff would receive suitable training before the resource base opened. The training package would be decided by the school but could include learning support strategy, managing challenging behaviour and inclusion.
- 10.2.7. The school would decide the structure of the staffing of the resource base and would recruit staff that have experience of working with children with ASD.
- 10.2.8. Pupils placed in the resource base would form part of the published admission number for each school. In order to effectively manage this it is planned (wherever possible) that pupils would be admitted to the base at the start of a term or academic year.

### 10.3. **Parents/ carers written response**

- 10.3.1. In addition to the comments and feedback received at the parents/ carers consultation meetings, 18 parents/ carers submitted written responses to the consultation.
- 10.3.2. The main benefits of the resource base can be summarised as:

- It would provide a good learning environment for children with ASD.
- It would provide a good option for pupils with ASD who do not need to be in a special school but cannot spend all of their time in a mainstream setting.
- It would be positive for their self esteem and confidence.
- It would help children in the mainstream school become more socially aware and understanding of individuals with SEN.
- It would be beneficial for the parents of the children at the resource base as their children would receive the support that they need.
- Children with ASD in the mainstream school would benefit from being able to utilise this resource and the additional ASD expertise that it will bring to the staff at the schools.
- It would be excellent use of the building.
- The support given to the resource base pupils when they are in the mainstream classes will enable the teachers to cope effectively.

10.3.3. The main concerns about having a resource base can be summarised as:

- Would the children in the mainstream school be taught about special needs and how to interact and offer help to children with SEN if needed?
- There would be no benefit for the mainstream pupils as resources would be diverted away from them.
- A separate school should be provided for children with ASD as the effect of having children with ASD at the school would be negative on the mainstream pupils.
- Having ASD children at the school would disrupt the mainstream children and the teaching. This would have a negative effect on other children's learning.
- The schools grades would suffer as teachers would have to spend more time with the ASD children.
- The school would receive a large number of applications from not only ASD students but also students with other types of behaviour.

10.3.4. In response to the concerns raised by parents during the consultation process, if the proposal goes ahead, additional resources would be provided for the resource base. The school would receive the same per place revenue funding as other primary ASD resource bases in Lewisham, which would cover costs for staffing, training, therapy and resources. The resource base would be fully fitted out with the necessary furniture and equipment using SSP capital project funding.

10.3.5. Children in the resource base would be supported by resource base staff when in the mainstream school. This would ensure that any behaviour or learning issues could be dealt with effectively, limiting any potential disruption to mainstream lessons.

- 10.3.6. There is clear evidence that resource bases bring wider benefits for all children, with and without SEN. The specialist knowledge and skills gained by staff through the resource base, can be shared throughout the school community, supporting the learning of all children, not just those accessing the provision.
- 10.3.7. Children in the mainstream school have been told about the potential resource base development. If the proposal went ahead further information about the resource base and autism could be covered in class lessons/ assemblies. Mainstream pupils would be able to visit the resource base to see what it is like and would have the opportunity to interact with children from the resource base in lessons and at play time as appropriate.
- 10.3.8. The resource base staff would be appropriately trained to meet the needs of pupils with ASD and associated social communication and behavioural difficulties. In addition, some of the facilities included in the resource base capital development plans have been put in place to help manage instances of challenging behaviour, such as the proposed installation of a sensory room.
- 10.3.9. Special school provision is being developed in the borough. However for some pupils a resource base setting has the potential to better meet their needs than a special school place or mainstream school place.
- 10.3.10. The local authority is looking to identify schools to host secondary ASD resource bases.

## **11. Other consultee responses**

- 11.1. The Director of Education representing the Roman Catholic Archbishop of Southwark provided a written response stating that they had no objections to the proposals.

## **12. Specific comments and questions raised**

- 12.1. Many of the comments and questions raised by stakeholders were similar. They are grouped according to common themes, with our responses included beneath.
- 12.2. *Staff, parents, pupils and governors asked how the pupils in the resource base would integrate into the mainstream school.*  
Inclusion is at the heart of the proposals to develop resource bases in mainstream schools. It is important that children who are placed in resource base provision are able to integrate into the mainstream school provision and it is hoped that, with the right support, they will be able to fully reintegrate to a mainstream placement over time. A

resource base place allows the opportunity for children who find it difficult to cope in a mainstream environment to integrate at a pace that suits their individual needs, and provides them with a targeted specialist teaching approach in response. Schools are therefore expected to encourage and facilitate mainstream integration as much as possible for each individual pupil and would plan a child's integration with support from professionals and parents.

- 12.3. *Staff, pupils and governors asked about the amount of playground space that the resource base would be taking up.*

The building that would contain the resource base is located in the playground and is currently being used to provide decant dining facilities for the schools. The building has been located next to the mainstream school building so as to limit the amount of space that it takes up. A secure KS1 outdoor play space for children in the resource base has been included in the plans and this will effectively utilise some of the space between the buildings. The Head teachers have reported that the building has not had an adverse effect on pupils' play.

- 12.4. *Staff, parents and governors asked whether additional funding would be allocated for the resource base and were interested to know how the staffing and management of the resource base would work.*

If the proposal goes ahead, additional resources would be provided for the resource base. In addition, capital funding would be allocated for the physical building works required to develop the resource base, whilst revenue costs, mainly for staffing and resources, would be identified and included in the Local Authority's school funding formula. Appropriate levels of finance would be allocated to the school progressively as the provision is developed.

The staffing and management structure for the resource base would be decided by the two schools. This has been discussed at recent Resource Base Working Group meetings and the Schools have been considering the options available to them.

- 12.5. *Staff and parents raised questions about the effect that any challenging behaviour from the resource base pupils might have on pupils in the mainstream classes and whether teachers in the mainstream classes would be supported when teaching resource base pupils.*

Children using the resource base would be supported by additional staff and, wherever necessary, when attending mainstream sessions, which would minimise any disruption to the mainstream class. Staff in the mainstream school would receive training that would help them to deal with any difficult behaviour and all staff from the resource base that will support the children when in the mainstream classes would be appropriately trained to meet the needs of pupils with ASD and associated social communication and behavioural difficulties.



- 12.6. *Staff, parents and governors asked whether the children in the resource base would be included in the main roll number of the school and whether there would be an impact on class sizes.*

Pupils placed in the resource base will form part of the published admission number for the school. In order to effectively manage this, it is planned (wherever possible) that pupils will be admitted to the base at the start of a term or academic year. In terms of the phased 'build up' of the numbers in the resource base, it is proposed that there will be a notional number of admissions in key stages/ year groups. Where there is an indication of preference for a place in the base during an academic year, the school will need to consider the formal consultation in the normal way, with particular attention paid to the pupil's admission in relation to 'the efficient education of other pupils', given the available level of additional resources to educate pupils in the base explicitly.

- 12.7. *Staff, parents and governors asked about how the resource base pupils attainment would be measured and whether this would be done separately from the mainstream pupils.*

It may be that some of the children accessing the resource base will not be required to undertake SATs because of the nature of their special educational needs. However, for those who do, their results will be included in the schools' overall attainment figures. Officers have investigated the possibility of registering the resource base separately in terms of the published school attainment figures although we have been advised by the Department of Education that this is currently not possible. Crucially, the resource base will be an integral part of the schools, and this includes the way it is registered. However, the fact that the schools have a resource base for children with ASD will be widely publicised, for example, via the schools' website and Lewisham's schools booklet, as well as within the local authority and the Department of Education. This will help parents and other interested parties to understand any impact that there may be on the schools' overall attainment figures. The schools are now aware of this, and understand that the local authority will recognise the potential implications of the resource base in terms of their SATs results. The wider outcomes for children in the resource base will be monitored separately by local authority officers and the schools, alongside the general mainstream school monitoring, with the results shared widely to demonstrate the progress of the children against agreed targets

- 12.8. *Staff, parents and governors asked how the admissions process would work for the resource base and whether the children with ASD currently attending Torridon Infant and Junior Schools would have priority for placements in the resource base.*

For school admissions, placement arrangements would be considered and agreed by the LA, via the Placement & Provision Panel in the normal way. The continued appropriateness of a placement would be considered at every child's annual review. Whilst geographical location is a factor in deciding an appropriate

placement for a child, it is possible that resource bases at all schools in the borough could be used by children from across Lewisham. Placements in the resource base might be considered for children with all types of needs relating to their ASD, including communication, learning and behavioural needs, but they must have the potential to access at least some mainstream classes.

- 12.9. *Staff, parents, pupils and governors wanted to ensure that mainstream pupils at the schools would be able to learn about the resource base and ASD before the resource base opened and that following its opening, pupils from both the resource base and the mainstream schools would be encouraged to interact as much as possible.*

One of the identified benefits of resource bases is to offer children in mainstream schools the opportunity to develop an understanding of the different needs that exist within their communities. The children who took part in our consultation were generally very positive about the prospect of having a resource base in their school and supporting the children who might be part of that base. It is important that both children accessing resource bases and children in the mainstream school understand that they have an equal place in the wider school community. The school staff would ensure that mainstream children understand the role of the resource base and are familiar with the learning environment. Likewise, for children accessing the resource base, the intention is that they would increasingly take part in the day to day activities of the mainstream school.

- 12.10. *Staff, parents and governors wanted to know what training would be available for staff.*

A training plan would be produced in collaboration with the schools. This would include strands for teachers and support staff across the school to ensure that all staff would be fully supported in their roles. Further in-depth training would be provided for staff working within the resource base itself with support provided from the Communication & Interaction Team.

- 12.11. *Staff, parents and governors wanted to know if existing children at the schools who have ASD but no statement would be able to utilise and benefit from the resource base.*

Whilst the resource base is designed specifically for children with a statement of SEN and a diagnosis of ASD, the additional specialist knowledge and skills gained by the school through the resource base would be used to benefit other pupils, both with and without special educational needs. There is also evidence that having a resource base in their school can help children develop their personal and social skills, and learn about difference and the world around them. The schools would be responsible for managing the resource base and so could utilise some of the resource base facilities and resources to benefit children with ASD in the mainstream school, where suitable and practical, if they desired.

## 13 Next steps

The timetable for the full consultation period, including statutory representation, is set out below:

DATE	ACTION
<i>March 2012</i>	<i>Mayor and Cabinet report seeking permission for consultation.</i>
<i>April/ May 2012</i>	<i>Consultation.</i>
June 2012	Mayor and Cabinet report on the outcomes of consultation, seeking permission for publication of the change notice.
July 2012	If agreed, statutory proposal and change notice published and a six week statutory representation period begins.
August 2012	Statutory representation period closes.
September 2012	Mayor and Cabinet report for determination of the resource base.

## 14 Financial implications

### Capital Financial Implications

- 14.1 A preliminary feasibility study was carried out in December 2010 to confirm the physical possibility of developing a specialist resource at Torricon Infant and Junior Schools.

Previous resource bases in Lewisham, i.e. at Perrymount, Tidemill and Athelney Primary Schools, have been developed for an average capital cost of £211,000. The estimated capital cost for the resource base at Torricon Infant and Junior Schools currently is estimated to exceed that sum based upon a standalone proposal..

In order to achieve a bulge class at Torricon Junior School it has been necessary to re-provide the kitchen and dining hall. This is partly to ensure that the additional 46 children (30 in the bulge class and 16 in the Resource base) on the site can be accommodated at lunchtime and to recognise that the kitchen and dining facilities were coming to the end of their economic life and would need to be replaced in 3 to 5 years time. It therefore makes more sense to undertake all the works at one point in time and achieve better value for money.

The costs of the kitchen and dining room replacement includes the cost of providing temporary facilities while the main works are undertaken. However, if approved, the resource base delivery would involve recycling of facilities for the primary places project at the school and reduce the costs. The final scheme proposal will therefore be within the capital allocation set aside for resource base development.

## **Revenue Financial Implications**

14.2 Revenue costs, mainly for staffing and resources will be identified and built into the local authority's school funding scheme. Finance will be allocated to the school progressively as the provision is developed. All revenue costs will be met from the Dedicated Schools Grant.

## **15 Legal implications**

15.1 The Human Rights Act 1998 safeguards the rights of children in the borough to educational provision which the local authority is empowered to provide in compliance with its duties under domestic legislation.

15.2 Section 14 of the Education Act 1996 places a general duty on local authorities to secure that there are sufficient schools for providing primary and secondary school education and requires them in particular to have regard to the need to secure that special educational provision is made for pupils with special educational needs. Section 315 of the Education Act 1996 requires local authorities to keep their arrangements for special educational needs provision under review.

15.3 Section 9 of the Education Act 1996 places a general duty on local authorities and funding authorities to have regard to the general principle that children are educated in accordance with their parents' wishes, so far as that is compatible with the provision of efficient education and training and the avoidance of unreasonable public expenditure.

15.4 The Education and Inspections Act 2006 gives local authorities the responsibility for determining school reorganisation proposals in the first instance.

15.5 The Education and Inspections Act 2006 requires local authorities to consider and respond to parental representations when carrying out their planning duty to make sure that there is sufficient primary and secondary provision and suitable SEN provision in their area.

15.6 Departmental guidance requires that when proposals are developed for reorganising or altering special educational needs provision local authorities and/or other proposers will need to show how they will improve standards, quality and/or range of educational provision for children with special educational needs.

15.7 Current legislative provision for the establishment, discontinuance or alteration of schools is contained in sections 7, 15 and 18 of and Schedule 2 to the Education and Inspections Act 2006. Those sections stipulate that proposers shall before publishing statutory proposals consult such persons as seem appropriate, having regard to any guidance issued by the Secretary of State.

- 15.8 Should the Mayor decide to pursue any of the proposals with regard to the prescribed alteration of Torridon Infant and Junior Schools as set out in this report, statutory notices will need to be issued in accordance with detailed procedure laid down in Schedule 2 to the Education and Inspections Act 2006 and supplemented by the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.
- 15.9 Once statutory proposals are published there follows a 6 week statutory period during which representations can be made. Such representations must be sent to the local authority. Section 21 of the Education and Inspections Act 2006 provides for regulations to set out who should decide proposals for any prescribed alterations. The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 make detailed provision for the consideration of prescribed alteration proposals. Most decisions will be taken by the local authority with some rights of appeal to the schools adjudicator.
- 15.10 If the local authority fails to decide proposals within 2 months of the end of the representation period the local authority must forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision within one week of the end of the 2 month period.
- 15.11 The Equality Act 2010 (the Act) brings together all previous equality legislation in England, Scotland and Wales. The Act includes a new public sector equality duty (the equality duty or the duty), replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. The new duty covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 15.12 In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
  - advance equality of opportunity between people who share a protected characteristic and those who do not.
  - foster good relations between people who share a protected characteristic and those who do not.
- 15.13 As was the case for the original separate duties, the new duty continues to be a “have regard duty”, and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.
- 15.14 The Equality and Human Rights Commission (EHRC) issued guides in January 2011 providing an overview of the new equality duty, including

the general equality duty, the specific duties and who they apply to. The guides cover what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guides were based on the then draft specific duties so are no longer fully up-to-date, although regard may still be had to them until the revised guides are produced. The guides can be found at: <http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties/new-public-sector-equality-duty-guidance/>

- 13.15 The EHRC guides do not have legal standing, unlike the statutory Code of Practice on the public sector equality duty which was due to be produced by the EHRC under the Act. However, the Government has now stated that no further statutory codes under the Act will be approved. The EHRC has indicated that it will issue the draft code on the public sector equality duty as a non statutory code following further review and consultation but, like the guidance, the non statutory code will not have legal standing.

## **16 Crime and disorder implications**

- 16.1 There are no direct crime and disorder implications arising from this report.

## **17 Equalities implications**

- 17.1 An Equalities Impact Assessment (EIA) was completed for the SSP programme.
- 17.2 An Equalities Analysis Assessment (EAA) for the proposed resource base at Torridon Infant and Junior Schools will be included in the next Torridon Infant and Junior Schools ASD Resource Base Mayor and Cabinet report.
- 17.3 In common with all aspects of education in Lewisham, close equalities monitoring is undertaken in relation to children with SEN. As the proposal is developed following consultation, the impact on equalities will be actively considered, and highlighted issues responded to.
- 17.4 The proposal in this report supports the achievement of the local authority's goals as set out in its Access Plan. It will assist significantly in the improved access to the curriculum for children with disabilities.

## **18 Environmental implications**

- 18.1 There are no direct implications arising from this report, although consideration will be given to the environmental impact of the building works. The design and specification of the resource base will be

sympathetic to environmental issues and contractors will be expected to give a statement on their environmental policy.

## **19 Conclusion**

19.1 On the basis of the positive responses to the consultation on the ASD resource base, the ability of the local authority to support the two schools both financially and educationally in the introduction of the resource base, and the staff and governors support of the scheme, it is recommended that the Mayor agrees to the publication of change notice, followed by a period of statutory representation for the development of an ASD resource base at Torridon Infant and Junior Schools.

19.2 The proposal to develop an ASD resource base at Torridon Infant and Junior Schools supports the objectives of the Lewisham programme, 'Strengthening Specialist Provision', which aims to improve the outcomes of pupils with special educational needs by increasing opportunities for them to be educated locally and in mainstream provision where possible.

## **20 Background documents**

20.1 Appendix 1: Torridon Infant and Junior Schools resource base consultation document (long and website version). Note: A shorter version of the consultation document was produced and is available on request.

20.2 Appendix 2: Proposed Statutory Change Notice for the ASD resource base.

20.3 Appendix 3: Transcript of written responses to the consultation.

## **21 Originator**

21.1 If there are any queries on this report please contact Jonathan Stevens, Strengthening Specialist Provision Strategy Project Manager, 020 8314 7043.

## Appendix 1



### Tell us your views

#### Consultation on the development of a Resource Base at Torrison Infant and Junior Schools for children with Autistic Spectrum Disorder (ASD)

Lewisham Local Authority is improving the education support available to children and young people with special educational needs (SEN) in the borough. As such, we are developing specialist Resource Bases for children with SEN in a number of Lewisham's primary and secondary schools. Torrison Infant and Junior Schools have been identified as a possible site for one of these Resource Bases, and we would like to hear your views on this proposal.

It is important to us to gain the views of parents/carers, pupils, governors, school staff and other interested parties about this proposal. This leaflet tells you more about the proposal. There is a form at the back for you to fill in and return to share your thoughts. We will also be holding two public drop-in sessions at the school to give you further opportunity to tell us your views. These will be held on:

**27 April 2012**

Session one: 8:45am – 10:00am

Session two: 2:15pm – 3:30pm

#### **At Torrison Infants and Juniors temporary dining hall (in the playground)**

Alternatively, you can contact us directly (contact details provided at the back of this leaflet). Your feedback will help us to shape possible developments at Torrison Infant and Junior Schools.



## The Proposal

The proposal is to establish an SEN Resource Base for Torridon Infant and Junior Schools, which would offer 16 places for children from Reception to Year 6 with (ASD). The number of places would increase gradually from 8 to 16. The first intake would be in September 2013. The Resource Base would be shared and managed by both schools. It would be located in the building which currently houses the temporary dining facility in the playground.

## What is a Resource Base?

A Resource Base is a specialist facility within a mainstream school designed to support children with SEN who need extra support to access mainstream classes. It is an alternative to a separate special school or to a child being supported by a Learning Support Assistant within a mainstream school. The Resource Base at Torridon Infant and Junior schools would be for children with a statement of SEN and a diagnosis of ASD.

Autism is sometimes referred to as 'Autistic Spectrum Disorder' 'Autistic Spectrum Condition', 'ASD' or 'ASC'. The word 'spectrum' is used because, while all people with autism share three main areas of difficulty, their condition will affect them in different ways. Some are able to live relatively 'everyday' lives; others will require a lifetime of specialist support. The three main areas of difficulty which all people with autism share are difficulty with social communication, social interaction and social imagination. People with autism often have other learning disabilities but everyone with the condition shares a difficulty in making sense of the world (The National Autistic Society).

The Resource Base would provide a structured learning environment, a modified curriculum and behaviour support, without being isolated from the rest of the school. Depending on their level of need, children using the Resource Base would also take part in the activities of the mainstream school.

A Resource Base usually involves the construction of a new teaching area or the adaption of a space that already exists within the school. It would be supplied with additional staff and specialist resources and equipment. Staff would receive extra training and assistance to support the needs of children using the Resource Base.

## Why have a Resource Base?

The number of children with SEN in Lewisham has increased significantly over the last decade, in line with an overall increase in the pupil population. Currently a high number of children with SEN are placed at schools outside the borough, or attend special schools in the borough. Choice is largely restricted to mainstream or special schools.

Because of this, the Local Authority wants to increase the range of specialist educational provision in the borough. This will give parents more choice about the type of provision available for their child and will mean that fewer children need to travel outside the borough to attend school. Developing more Resource Bases in mainstream schools will help to achieve this.

A report by Ofsted found that mainstream schools with specialist Resource Bases were particularly good at supporting the social, personal and educational needs of children with specific learning difficulties (*'Inclusion: does it matter where pupils are taught?'*, Ofsted: 2006).

The main benefits of Resource Bases are as follows:

- They provide more opportunity for children with SEN to work and develop socially in a local mainstream setting, whilst also offering a calm and supportive environment away from the main activities of the school when needed.
- They offer wider benefits for the whole school community, gained through the specialist knowledge and skills acquired by staff which can be shared throughout the school. They can also help all children in the school to develop socially and learn about the world around them.

## Who would use the Resource Base?

Not all children with ASD need to be educated in a special school or a Resource Base. Children currently in the school who have ASD will not automatically gain a place in the Resource Base. The Resource Base at Torridon Infant and Junior Schools would cater for children whose statement of SEN indicates that they would benefit from the environment, resources and teaching methods available in the Resource Base. Places would be allocated in the same way as they are for special schools, through discussion between parents, the Local Authority 'Special Educational Need Provision and Placement Panel' and the school.

## Would the Resource Base be part of the school and what benefits would it bring to other children in the school?

The Resource Base would be part of Torridon Infant and Junior Schools and would be co-managed by both schools. It would be located within the shared school grounds at a location accessible for both the Infant and Junior School, making use of the building recently installed to provide temporary dining facilities whilst school improvements take place. No existing teaching areas would be lost.

Children using the Resource Base would take part in the activities and learning of the mainstream classes alongside the support they receive from the Resource Base. However, the Resource Base would provide a calming and supportive environment away from the main activities of the school to provide additional support when needed for children with ASD.

There is clear evidence that Resource Bases bring wider benefits for all children, with and without SEN. The specialist knowledge and skills gained by staff through the Resource Base, can be shared throughout the school community, supporting the learning of all children, not just those accessing the provision.

Additionally, having a Resource Base in their school can help all children to strengthen their personal and social skills, giving them the confidence to interact socially with a wide range of people and supporting them to develop a positive understanding of diversity and the world around them.

## What training and support would staff receive to help them support the children in the Resource Base?

The Resource Base would build on the experience that staff already have in working with children with SEN. Specialist training in educating and supporting children with ASD would be provided to staff who work in the Resource Base and in the rest of the school. Additional staff would be recruited so that learning in the Resource Base would not reduce staff available elsewhere. Staff from both schools would benefit from the training delivered to them before the Resource Base opens and would also benefit from the experience and expertise of the Resource Base staff.

## How would the Resource Base be paid for?

The Resource Base would be paid for by Lewisham Local Authority. This would include funding for the new space required, as well as ongoing costs for the Resource Base, such as staffing and specialist support services. Funding for the Resource Base would be calculated separately to funding for the rest of the school. There would not be less funding given to the rest of the school because of the Resource Base.

We hope you have found this leaflet helpful in understanding the proposal for Torrington Infant and Junior schools. If you have any questions about the proposal or would like to discuss it and share your views, please join us at one of the public drop-in sessions, or contact us or the Head Teachers directly (contact details overleaf).

<b>If you have difficulty understanding this document in English please call the number below.</b>	Sidiid aad u hesho macluumaad ku saabsan dokumentigaan fadlan soo wac lambarka hoos ku qoran.	Somali
Për të marrë informacion mbi këtë dokument, ju lutemi telefononi numrin e mëposhtëm.	இப் பத்திரத்திலுள்ள தகவல் தேவையானால் தயவுசெய்து கீழேயுள்ள எண்ணில் தொடர்புகொள்ளவும்.	Tamil
Pour plus d'informations sur ce document, veuillez appeler le numéro ci-dessous.	Bu doküman hakkında bilgi için lütfen aşağıdaki numarayı arayınız.	Turkish
更多有关本文件的信息，请拨打如下电话。	Để biết thêm thông tin về tài liệu này, quý vị hãy gọi số điện thoại sau.	Vietnamese

**020 7253 7700** Also call this number for other formats, including Braille, large print, audio tape, BSL or computer disc.  
 Email: [lewisham@pearllinguistics.com](mailto:lewisham@pearllinguistics.com) TYPETALK: 18001 020 7253 7700

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It is important to fill in the form below

Please fill in the

**Completed forms need to be returned by 16 May 2012**

To return the form:

- Leave it in the box provided in Torrington Infant School's reception area or Torrington Junior School's reception area.
- Email to: [jonathan.stevens@lewisham.gov.uk](mailto:jonathan.stevens@lewisham.gov.uk)
- Send to: Jonathan Stevens, Strengthening Specialist Provision Programme, 3rd Floor, Laurence House, Catford, London, SE6 4RU

Your views

**What do you think the benefits would be of having a Resource Base for children with Autistic Spectrum Disorder at Torrington Infant and Junior Schools?**

**Do you have any concerns about having a Resource Base at the school?**

**Do you agree with the proposal to set up a Resource Base at the school? Yes/ No/ Unsure (please circle as appropriate and provide additional comments below if you would like)**

**Do you have any other comments about this proposal?**

**Please provide us with some information about yourself overleaf...**

## Your details

How would you best describe yourself in relation to this consultation? *(please tick one)*

Parent/carer     Governor     School staff     Pupil     Member of local community

Other *(please specify)*:.....

I am representing an organisation in making this response *(please tick and specify)*  
.....

**Equalities monitoring** is the collection of information which helps Lewisham Council ensure that they are providing a fair and inclusive service. We need to know who our customers are to check that everyone in the borough is accessing the services they are entitled to, and that nobody is discriminated against unlawfully.

Any information provided by you will be treated **confidentially** and in accordance with the Data Protection Act. All questions are voluntary and you do not have to answer them. However, by answering the questions you will help us to ensure that our services are fair and accessible to all.

### How would you describe yourself?

<b>Age</b>	<input type="checkbox"/> Under 18
	<input type="checkbox"/> 18-65
	<input type="checkbox"/> Over 65
	<input type="checkbox"/> Prefer not to say

<b>Ethnicity</b>	<input type="checkbox"/> White British background
------------------	---------------------------------------------------

	<input type="checkbox"/> Other White background
	<input type="checkbox"/> Black and minority ethnic background
	<input type="checkbox"/> Prefer not to say

<b>Disability</b> Are you disabled?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Prefer not to say

<b>Gender</b>	<input type="checkbox"/> Male
	<input type="checkbox"/> Female
	<input type="checkbox"/> Prefer not to say

**Thank you for taking the time to read this leaflet.**

**We look forward to hearing from you.**

## **Appendix 2**

### **Statutory Notice for Prescribed Alterations**

#### **Torridon Infant and Junior Schools – A new resource base for children with Autistic Spectrum Disorder (ASD).**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that London Borough of Lewisham intends to make a prescribed alteration to Torridon Infant and Junior Schools.

The proposed alteration involves the conversion of the temporary dining hall located in the playground to create a specialist resource base for up to 16 pupils with a statement of Autistic Spectrum Disorder (ASD) to enable them to learn alongside peers within a mainstream setting.

Completion of the building work is planned for November 2012, with the resource base opening in September 2013, for approximately 8 children initially. The number of places will increase each year up to a total of 16.

The proposed full refurbishment to the shared dining hall would include the specialist facilities required for the resource base.

It is intended that the school will make provision for the following type(s) of special educational needs:

- Autistic Spectrum Disorder (ASD)

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from Jonathan Stevens at the address below.

Within six weeks from the date of publication of this proposal, that is by noon on 15<sup>th</sup> August 2012, any person may object to or make comments on the proposal by sending them to: Jonathan Stevens, Project Manager, Strengthening Specialist Provision Strategy Team, Special Educational Needs, Directorate for Children & Young People, 3rd Floor, Laurence House, Catford, London, SE6 4RU

**Signed: Frankie Sulke**  
**Executive Director for Children & Young People**

**London Borough of Lewisham**  
**Publication date: 4<sup>th</sup> July 2012**



### Appendix 3

	Description	School	Response	Age Group	Sex	Disability	Ethnicity	Comments
1.	Parent/ carer	Torridon	Yes	18-65	Female	No	Prefer not to say	Make children and adults more aware of autism to provide a safe place for those with autism who don't need full time special school but can learn with mainstream at times.
2.	Parent/ carer	Torridon	Yes	18-65	Male	No	White British	Integration with other children, able to socially learn respect from other parents, children. Agree principally depending on the detail. Me and my wife have worked with children with various types of Autism and my wife's brother is Autistic and was in a mainstream school class. I would like to know if the classroom is used fulltime for 8-16 children and how fully they will be mixing with the rest of the school. All the children will benefit by the integration totally in as many parts of the school as possible for Autistics to be in the school. I feel it is only worthwhile if the children cannot be in regular class and are in a separate specifically for them fulltime (same hours as other children) and mix with other children in playtime, meals etc.
3.	Parent/ carer	Torridon	Yes	18-65	Female	No	White British	It helps the children to be more socially aware and understanding of individuals with special needs. If it is normal for them to interact with the SEN children on a daily basis then they will gain a better understanding and become more accepting of individuals who are different to them. Will the children be taught about the special needs

								and why they are different to them and encouraged to focus on the similarities between them instead? Will the children be taught about how to interact appropriately and if need be, offer help to them as well as friendship. Yes I agree with the proposal as long as it is maintained that the funding and resources for the rest of the school are not affected then I feel it can only be beneficial to set up the SEN resource base. How long will it take to be implemented into the school? Will the children be gradually made aware of the SEN children or will they start and then the children start to be made aware of special needs?
4.	Parent/ carer	Torridon	Yes	18-65	Female	No	White British	It will have a positive impact for children with ASD. It will give them a good learning environment. I think this would be a brilliant use of the building and a positive impact on ASD children and mainstream.
5.	Parent/ carer	Torridon	Yes	18-65	Female	No	White British	It will have benefits for support for children with ASD. It will also allow teachers to focus more on the mainstream classroom. I feel this can only have a positive impact on the children.
6.	Parent/ carer	Torridon	Yes	18-65	Female	Yes	Other White	I know there are children with ASD in both schools and it would benefit them a lot if they would get extra learning and emotional support in the school. No concerns at all. Very much support this idea. Good job!!! This is a great thing for kids with ASD and their parents to have Resource Base at a local school. I think it should work good.
7.	Parent/Carer	Torridon	Yes	18-65	Female	No	Not stated	Best Result.
8.	Parent/Carer	Torridon	Yes	18-65	Female	No	White British	It would allow children with SEN to work in a

								mainstream setting, but be away from the mainstream school as needed. It would develop the skills of the staff. I fully support the proposal.
9.	Parent/Carer	Torridon	Yes	18-65	Female	No	Black and Minority ethnic background	No comments.
10.	Parent/Carer	Torridon	Yes	18-65	Male	No	Black and minority ethnic background	No comment.
11.	Parent/Carer	Torridon	Yes	18-65	Male	No	Black and ethnic minority background	No comment.
12.	Parent/Carer	Torridon	No	Not stated	Not stated	Not stated	Not stated	<p>There would be no benefit to having ASD children at Torridon. There would only be disruption to both the non-ASD children and teachers in the classrooms. Why should the majority be adversely affected in order to benefit the few.</p> <p>This is not a good idea-definite NO! I believe the resource base would bring disruption to the children at the school. More disruption caused by the ASD children which would hinder the majority of pupils learning. I do not want my children's learning to be affected negatively by more disruptive children being admitted to the school, this is not fair. I do not believe the majority of well behaved children should suffer for the benefit of one.</p> <p>Essentially admitting more naughty children/children with social communication problems would not benefit the school. I believe grades would suffer as teachers would be more pushed to spend time with ASD children. The non-ASD children would have</p>

								less time spent with them. Behaviour of the children in the playground would become poorer, with ASD children not knowing how to behave. I do not want my child coming into contact with this behaviour at all.
13.	Parent/Carer	Torridon	No	18-65	Female	No	Other White background	Autistic Spectrum Disorder children should be in a school specialised only for autistic children as the effect on other children can be very dramatic. A lot of concerns.
14.	Parent/Carer	Torridon	No	18-65	Prefer not to say	No	Prefer not to say	No benefits whatsoever to the rest of normal pupils to have resources diverted away from them. I have a lot of concerns because the normal progress of the other pupils will be hindered and will negatively affect the mainstream pupils. Definitely no, since the number of the autistic spectrum condition pupils is on the increase in Lewisham then a separate a school should be designated to help them without negative effects on the normal children.
15.	Parent/Carer	Torridon	No	18-65	Prefer not to say	Prefer not to say	Prefer not to say	Not a good idea, it will impact on the reputation of of both schools. I believe they should be in a separate school like Watergate. I believe no matter what parents concerns are you will push ahead with this.
16.	Parent/Carer	Torridon	No	18-65	Female	No	White British	I can see that it can benefit some students although in my experience having well trained staff in the SEN department is effective enough. I am concerned that as the resource is at Torridon, the school would receive a large number of applications from not only ASD students but students who display other types of behaviour. I feel this could have a negative impact on my child's experience of

								school. I am not in agreement with the proposal
17.	Parent/Carer	Torridon	No	18-65	Female	No	Other White background	Autistic Spectrum Disorder children should be in a school specialised only for autistic children as the effect on other children can be very dramatic. A lot of concerns. I do not agree.
18.	Parent/Carer	Torridon	No	18-65	Prefer not to say	No	Prefer not to say	No benefits to the rest of normal pupils. Resources will be diverted away from them. My concerns are that the progress and development of normal pupils will be impacted negatively. I oppose the proposal and say no to it. A special school should be created solely for the autistic spectrum condition since the number is on the increase. Thank you.
19.	School Staff	Torridon	Yes	18-65	Female	No	White British	To provide much needed gap in provision in borough for those with ASD. Provide better awareness and training for all staff about Autism. Management of RB needs to be clearly defined between the two schools.
20.	School Staff	Torridon	Yes	Not stated	Female	Not stated	White British	The resource base will offer children the opportunity to learn in an environment that suits their needs and allow them to integrate in the mainstream school as appropriate. The base will hopefully provide an area of expertise to Torridon and hopefully staff will be able to draw on that expertise and base resources at the base. Torridon is already suffering from a lack of space in particularly in the playground. The resource base is depriving children of a significant amount of playground space. Playtimes are already crowded/busy times and difficult to manage. Children need space to play. During the integration into mainstream school the level of support provided to children, so that classes are not disrupted and

								<p>children in class are disadvantaged as a result. I agree with the proposal overall but I shall have reservations with regard to space, and hope that we are not depriving our children of the right to play safely in a good space.</p> <p>The base will contribute to the rising needs of parents and children in the borough. Can't help wondering why Lewisham closes resources that were already in place.</p>
21.	School Staff	Torridon	Yes	18-65	Female	No	White British	<p>Skills and knowledge will be shared throughout both schools. ASD children will have an ideal opportunity to integrate into mainstream classroom when necessary.</p> <p>I have no concerns at all, It is an excellent resource for the school community and the ASD child, including parents/carers. This opportunity will also allow staff to further develop their own professional development.</p> <p>My son attended Brent Knoll (year 6) due to ASD. At the time he was not managing educationally at mainstream, this had quite an impact on his confidence, self esteem, and wellbeing. Brent Knoll was his only option as ASD resource bases were not available. He would have benefited from the mainstream/ unit in all areas.</p>
22.	School staff	Torridon	Yes	18-65	Female	No	White British	<p>I think children with learning difficulties will learn to interact with their peers, I also believe that children in the regular school setting will benefit from interacting with children who have needs differing from their own. I think it is very important not to socially isolate children and therefore would welcome a unit like this one.</p>

								<p>My concern would be that the resource is funded sufficiently and staffed fully to ensure all the children's needs are met. Often funding can begin well but then lessen and I think that would be when things can become difficult to manage.</p> <p>I do agree with this proposal mainly as I feel children with ASD will benefit from the support the unit will offer coupled with the interaction from the main school to ensure these children are offered the chance to form relationships with the other children outside the unit setting-to break down any peer rejection that they possibly would face without it, making their school experience a positive one and hopefully this would help them to access normal school life and equip them with values and a solid foundation to take them through to adult life.</p>
23.	School Staff (and parent/ carer)	Torridon	Yes	18-65	Female	No	White British	<p>I feel it would provide a good learning environment for children with those needs. I also feel that it would be better for mainstream classes as this will also allow the teacher to focus more on the remaining pupils. Would make good use of the buildings. Providing resources and space for children with additional needs is positive for their education and self-esteem.</p>
24.	School staff	Torridon	Unsure	18-65	Female	No	Black and minority ethnic background	<p>I think it will benefit children with ASD because they will be able to access mainstream education and still receive specialist teaching with in the resource base. It will also benefit the children with in the mainstream school who appear to show autistic behaviour as they will be able to access the resources of the resource base. School staff will benefit from the expertise of the staff of the resource base.</p>

								I am concerned of the impact of the children with ASD on the children within the main school. These ASD children will be on the school roll and expected to access mainstream learning. The ASD children may present with extreme forms of behaviour that will impact on the class in the main school. Also it will take up more teacher time to deal with such behaviour resulting in a negative impact on the learning of the rest of the class. I think that it is very important that the staff employed to provide 1-1 support to children with ASD are qualified and experienced to do their job. Otherwise their lack of expertise will have a negative impact on the main school if the support worker is unable to manage the learning and behaviour of the autistic children.
25.	Director of Education	Archdiocese of Southwark	Yes	Not stated	Not stated	Not stated	Not stated	We have no objection to this proposal.
26.	Governor (Infant and Nursery School)	Torridon	Yes	18-65	Female	No	White British	There will be more choice for parents as they will be able to opt for their children with a statement of SEN and ASD to attend a mainstream school, perhaps closer to their home than existing provision elsewhere. For those parents it will mean that their children will still receive specialist support in a setting, which will meet their needs. It might help to avoid siblings of primary age having to attend different schools. Staff in the mainstream part of the school will be able to tap into the expertise of the specialist staff in the ASD unit. The children in the mainstream classes will thus benefit from the dissemination of knowledge,



								<p>experience and training.</p> <p>The children in the mainstream part of the school will gain a better understanding of ASD and will help them understand about children with special needs.</p> <p>No concerns. However, I would hope that the placements of children are such that children who enter the ASD Unit at Key Stage 1 will have a guaranteed place in the ASD Unit at Key Stage 2, if they require it.</p>
27.	Governor (and parent)	Torridon	Yes	18-65	Female	No	White British	<p>I have direct experience of a boy in my family (not in Lewisham) whose life has been turned around once the necessary SEN support for his ASD was put in place. He is so much happier at school now and has made lots of friends in his class. I agree with what is outlined above; as a general rule it is much better for children with ASD to be educated in mainstream schools but with additional support available too. It is often from primary that neighbours with children get to know one another. I am aware that some teenagers and young adults with ASD in Lewisham are quite socially isolated because they have not had the opportunity to develop local friendship networks and this also applies to their parents.</p>