

Appendix 2

FUTURE SPECIALIST PROVISION FOR DEAF AND HEARING IMPAIRED PUPILS AT SWAIN HOUSE PRIMARY SCHOOL, GIRLINGTON PRIMARY SCHOOL AND HANSON SCHOOL

Report on the consultation on the proposal for the establishment of a Service for Deaf and Hearing Impaired Pupils to be delivered at Additionally Resourced Centres (ARCs).

10th November 2008 to 17th December 2008, extended to 16th January 2009

	Page
Context	2
Executive summary	3
The Consultation Process	5
Meetings with staff	8
Meetings with governors	15
Meetings with parents and public	19
Meetings with children and young people	24
Who attended meetings	26
Written responses	27

Annex 1: List of consultees and correspondence issued:

Annex 2: Additional information supplied by Thorn Park Parental Involvement Officer

Annex 3: Sample responses

- A - Letter of response – Hanson Governing Body**
- B - Partner agency response (Speech and Language Therapy Service)**
- C - Head teacher response**
- D - VCS response**

Annex 4 PowerPoint presentations

- A – Service model and transitional arrangements**
- B - Governance (response to Thorn Park Governing Body request)**
- C – “FAQ”s (response to Thorn Park parents’ request)**



1. Context

In October 2005 the Council approved the proposal to close Thorn Park School for Deaf Children, and Nab Wood Designated Specialist Provision (DSP) for deaf and hearing impaired pupils. In their place a model for new provision to operate on the sites of Gurlington, Swain House and Hanson schools, and linked Children's Centre/s was put forward. Further work was required to develop the detail of the proposal, which resulted in revisions to the proposed model and how it would operate. Head teachers, lead practitioners, staff, governors and external experts contributed to the discussions on which the revised proposals were developed, the outcome being the proposal to establish a Service for Deaf and Hearing Impaired Children to operate across Additionally Resourced Centres (ARCs) on the identified sites. Further consultation has now taken place with all affected stakeholders, to clarify their views on the revised proposals. This report details the consultation process and the consultation outcomes.

2. Executive summary

2.1 The revised proposals (for further detail, see Annex 1: ARCs – Towards Enhanced Provision)

The consultation presented the revised proposals for specialist provision for deaf and hearing impaired pupils in terms of operational arrangements for the ARCs, how this would work in practice, and what the implications would be for children, along with planned transitional arrangements. It was also made clear that the proposal was to establish a Deaf and Hearing Impaired Service to staff this provision, and that British Sign Language (BSL) and Sign Supported English (SSE) and/or an oral/aural approach to communication would be provided for each deaf and hearing impaired pupil, as appropriate.

The following provision would be developed:

Hanson Secondary School

- Provision for secondary aged pupils would be located at Hanson Secondary School catering for 65 pupils.

Swain House and Girlington Primary Schools

- Provision for primary aged pupils aged from 3 to 11 would be located at Swain House Primary School catering for 65 pupils and Girlington Primary School catering for 20 pupils.
- Currently, a small number of deaf and hearing impaired pupils are accessing specialist provision at Swain House School. This interim provision would be further developed and places at Swain House School would increase between now and September 2010.
- Girlington Primary School already has a 30-place Designated Specialist Provision (DSP) for deaf and hearing impaired pupils. The number of places would reduce over time to 20.

Nab Wood School

The decision had previously been taken to close the Nab Wood DSP provision. The proposed closure date discussed in the consultation would be August 2010.

- The options consulted on for existing pupils at Nab Wood DSP are for them
 - To have the option to transfer to Hanson ARC, currently anticipated to open in September 2010.
 - To remain at Nab Wood School for the duration of their education, with appropriate support for their personalised learning pathways.
- For all children at transition points, individual pathways would be agreed through Statutory processes.

Early Years provision

- Specialist Early Years provision would be developed at appropriate Children's Centres and formal links would be established between those Children's Centres and the "ARC"s.

The consultation did not cover existing support from Education Bradford's Support Team for Deaf Children. This provision will continue. Clear links would be established to facilitate partnership working across the range of provision and services for all deaf and hearing impaired children.

Respondents were asked two questions:

- Are you in favour of the Deaf and Hearing Impaired Service model?
- Are you in favour of the proposal to establish Additionally Resourced Centres (ARCs) for deaf and hearing impaired pupils to be located at Swain House, Girlington and Hanson Schools?

The consultation was originally planned to commence on 10th November 2008 and last until 17th December 2008, but was extended until Friday 16th January 2009 due to meetings having to be cancelled as a result of severe weather on 3rd and 4th December. This resulted in an iterative dialogue at the sites where provisions will be closing (Thorn Park and Nab Wood).

2.2 Consultation outcomes.

The vast majority of respondents (both through the dialogue in meetings and written responses) are in favour of the proposals, with caveats being raised around the key issues listed below.

There were two objections through the written consultation, both from parents. One came from a parent who expressed the view that deaf children would receive more individual support if they were educated separately, and one objected to the closure of Nab Wood. However, this was discussed in more detail at the Nab Wood consultation meeting (see section 6.4).

One member of Thorn Park Schools Council wanted it put on record that she disagreed with the Government's inclusion policy, and believed deaf children are and therefore should be treated differently and should have a separate school. However, she did not object to the proposals given that the policy is in place.

Key issues and areas of concern emerged during the consultation, relating to:

- Governance arrangements and accountability, and particularly representation of the deaf community in the new governance arrangements
- Staffing structures, and the need to recognise skills and experience as well as qualifications.
- Resourcing generally, and staff numbers and skill levels in particular
- Proposed numbers in the DSPs – a significant number of respondents raised concerns about the reduction of numbers in Girlington, and some questioned the size of the provision at Swain House. This included a mainstream parent who approved of the proposal but expressed concern that 65 would cause an imbalance in the school population.
- Transitional arrangements; particularly the impact of staying on the Thorn Park site for secondary age children, but also including transport and impact on siblings
- Early years provision – both the issue of the relationship between the ARCs and the Children's Centres, and the need to reprovide the parent toddler sessions currently provided at Thorn Park. The view was expressed that this should be provided at one of the ARCs as this would sustain the provision of deaf role models for families with recent diagnosis.
- The operational relationship between the proposed service and the Education Bradford peripatetic support team.
- The content, development and influence of the SLA (Service Level Agreement).

None of these issues is a barrier to development of the provision. Subject to approval to proceed being given, the next requirement would be the development of an action plan to address these issues and all other actions necessary to establish the provision. The action plan would be approved and monitored by the Assistant Director, Learning Services.

3. The Consultation Process

3.1 *Distribution of documentation*

At the beginning of the consultation, information was posted on the website, and consultation packs were distributed to:

- All parents of deaf and hearing impaired children at the affected settings, and to all parents of deaf and hearing impaired children supported by Education Bradford's support team.
- All staff affected
- All governing bodies affected

Letters advising of the consultation and providing a web link to documents were sent to the parents of children in mainstream schools affected

Consultation packs were also sent to the following organisations:

Bradford Parent Partnership Service
RNID
RNID North
Elizabeth Foundation
British Deaf Association
BDCS (Bradford Deaf Children's Soc)C/o Ann Carroll
DEX
Dept of Deaf Studies Bristol University
Leeds University, School of Education
Sue Carroll Centre
BATOD
Chris Johnson Hood Associates
SENSE
Kirklees Council
SEN Section
East Lancashire Council
CACDP
City University London Dept. of Clinical Comm. Studies
City of Bradford YMCA
RNID
RNID North
Elizabeth Foundation
National Society for Deaf Children
British Deaf Association
Bradford Deaf Club
Morley Street Resource Centre Sensory Needs Services
BDCS (Bradford Deaf Children's Soc)C/o Ann Carroll
DEX (Deaf Ex-Mainstreamers Group)
CACDP
Sallie Holmes, Sensory Service

During the consultation, further information was posted on the website in the form of the powerpoint presentations, and information about the extension to the consultation period.

3.2 Meetings

It was decided to arrange meetings at each site affected such that Staff briefings were followed by Governor Briefings and then meetings with parents and public. This would enable each school (as service provider) to clarify their own situation and questions in a way that enabled them to contribute proactively to the consultation with parents, public and children (service users), and support them in an informed manner.

All of the meetings featured a Power Point presentation providing an overview of the proposed provision and transitional arrangements. Appendix 4 A

3.3 Involvement of Children and Young People

Each school affected has involved their schools council in discussions about the proposals, and this has been ongoing. Joint Schools Council meetings have taken place between Thorn Park and Hanson Schools Councils, with particularly positive outcomes. For the purposes of this part of the consultation, a specific meeting of Thorn Park Schools Council took place, attended by a Council Officer. The discussion that took place at the meeting is reflected in this report (see section 7.2).

3.4 Extension of the consultation period

Due to severe weather on 3rd and 4th December 2008 a number of meetings had to be cancelled. The decision was therefore taken to extend the consultation period. This provided the opportunity to rearrange those meetings and also to arrange additional meetings to provide further detail and clarifications that had been requested. This resulted in the positive outcome that the meetings became an iterative dialogue. The schedule of meetings that took place is listed below.

3.5 Schedule of meetings

Date	Venue	Audience	Comments	Report section
18.11.08	Girlington Primary School	Mainstream and Specialist staff	Meeting managed in two parts – full staff briefing followed by Q&A session for specialist staff	4.1 4.1 (a) 4.1 (b)
21.11.08	Nab Wood School	Specialist staff	Council officers met with specialist staff; information cascaded to mainstream staff by Senior Management.	4.2 (a)
24.11.08	Thorn Park School	All staff	Further clarifications were requested, and the extended consultation period provided the opportunity to address this on 14.01.09	4.5 (a)
25.11.08	Swain House School	Mainstream staff		4.3
26.11.08	Hanson School	Governors		5.1
26.11.08	Swain House School	Governors		5.2
26.11.08	Thorn Park School	Governors	Further clarifications were requested, and the extended consultation period provided the opportunity to address this on 12.01.09	5.3 (a)
27.11.08	Hanson School	Mainstream staff		4.4
02.12.08	Girlington Primary School	Parents and public		6.1
03.12.08	Swain House Primary School	Parents and public	Invites extended to include parents and public via Hanson School	6.2
03.12.08	Thorn Park School	Parents and public	Cancelled due to severe weather, but one parent attended	6.3 (a)
04.12.08	Nab Wood School	Parents and public	Cancelled due to severe weather	N/A
04.12.08	Girlington Primary School	Governors	Cancelled due to severe weather*	N/A
04.12.08	Keighley Library	Parents and public	Cancelled due to severe weather	N/A
07.01.09	Thorn Park School	Parents and public	Rearranged from 03.12.08	6.3 (b)
08.01.09	Keighley Library	Parents and public	Rearranged from 04.12.08 (No attendees)	N/A
12.01.09	Nab Wood School	Specialist staff	Additional meeting; response to management management request on behalf of specialist staff	4.2 (b)
12.01.09	Nab Wood School	Parents and public	Rearranged from 04.12.08	6.4
12.01.09	Thorn Park School	Governors	Additional meeting; response to governors' request	5.3 (b)
14.01.09	Thorn Park School	All staff	Additional meeting; response to staff request	4.5 (b)
15.01.09	Thorn Park School	Schools Council		7

*It was not possible to rearrange this meeting within the consultation period but the school is clear that Governors are aware and supportive of the proposals in general, a delayed response will be submitted following the GB meeting on 5th February.

4. Meetings with staff

Information that was shared with staff:

Service model and proposed transitional arrangements (Power Point, Appendix 4A)

4.1 *Girlington Primary School staff meeting, 18th November 2008*

The staff meeting took the form of a split session – the initial briefing being with the whole staff and providing an overview of the proposals for the service and its operation, along with detail of the planned transitional arrangements. The second part was a more detailed question and answer session with the specialist staff.

4.1(a) Whole staff meeting

Discussion in the whole staff meeting focussed primarily on two issues.

The first related to concerns about the transitional arrangements for children who would possibly have to move to Nab Wood, and then on to Hanson. It was emphasised that individual arrangements would need to be agreed with parents through statutory processes, but also recognised that detailed discussions will be dependent on the build programme.

The second related to staff concerns about the reduction in numbers at Girlington. Staff felt that there would be less flexibility with only 20 children, and reduced capacity to offer both an effective deaf peer group and mainstream inclusion in the same way as at present. Staff felt that the current size of the DSP (30) operates well, and requested that this issue be reconsidered.

4.1 (b) Specialist staff meeting

Specialist staff also reiterated the view that the reduction from 30 to 20 would potentially have a negative impact on the operation of the Girlington DSP.

Discussion in the meeting with specialist staff went into greater depth about the practice that staff would like to see developing, issues around qualifications and training, timing and concerns staff have in relation to their own positions. It was emphasised that there is an agreed process with Unions, and that, should the Council decide to proceed, discussions would begin shortly.

- Practice

Q. What will happen with all the staff and expertise and resources at Thorn Park? Will it be protected?

A. Yes – work on a skills audit and training needs analysis is underway; this will be shared with staff in due course.

Q. How will the balance of all types of communication be protected? This is really important.

A. It was agreed it's important and a cohesive policy is needed.

Q. Like the idea of mobility but like the ownership as well. How will the balance be achieved?

A. This will be the responsibility of the schools and the HoS, and will be supported by the management of the SLA.

- Qualifications and training

Q. What about people with experience but no qualifications? Qualification gives an idea of ability level, but needs to be married with experience. Need to focus on experience not just job titles and qualifications - will there be an audit of skills?

A. As stated; a skills audit is underway, and a "levelling" is needed and a lot of detailed HR work will be required. The focus on the development of the continuum

will develop further training opportunities and improved professional development; there will be increased opportunity to move within guaranteed employment. It will need to be Head of Service who works through individual issues with staff

- Timing

Q. Will it really happen for Sept 2010?

A. There's no reason to think that the Primary sites will not be ready for that date. There may be a delay on the Hanson site and that's why interim arrangements are being proposed. The target date for Hanson remains September 2010, but there won't be a confirmed contracted date until financial close is reached for BSF phase2.

- Personal concerns

Q. Staff raised a number of concerns, including whether the change would result in a break in employment; whether there would be the opportunity to move from primary to secondary; whether contracts would change (e.g permanent to temporary); and how salaries would be levelled?

A. It was reiterated that these were HR issues and will be dealt with through the process of negotiation with the Unions, but it was not anticipated that there would be any job losses: in fact benchmarking indicated that in some areas staffing was low in comparison to other authorities. A series of meetings would be arranged with Unions and staff, and there's an agreed process to follow. Detail couldn't be discussed in this meeting.

4.2 (a) Nab Wood Specialist staff meeting, 21st November 2008

Staff made it clear that they supported the proposed model and saw links with EB Peripatetic Team as being very important – without that working relationship being effective, the proposal wouldn't operate well.

The pathways of pupils as described in the plans for interim arrangements were discussed with recognition that parent's rights to individual discussion are not affected. It was clarified that the proposal doesn't mean that all secondary age deaf and HI children will be at Hanson – some parents may wish their children to remain at Nab Wood, and staff anticipated a further intake of 4 children from Gurlington in September. The importance of the role staff would play in supporting parents to understand the transition plans was emphasised.

The HoS Role was discussed: the appointment would be from September 2009, or as soon as possible thereafter, to manage the interim provision, transition and to establish working arrangements with other providers, including EB.

The current situation at Nab Wood, including staff concerns were discussed in some detail, including staff views that:

- There are requests to deliver outreach work but there is no capacity to deliver.
- Complexities are caused by being unable to appoint due to being only able to offer temporary contracts.
- In 2010/11 there will be a number of students half way through GCSE courses
- Inequities of provision can result from parental pressure, and this has an impact on Nab Wood as a closing provision.
- The impact of delays on morale should not be underestimated, particularly in the context of the staff view that the only real closure is Nab Wood, because they consider Thorn Park is relocating. Staff felt clarity is needed about what's

happening to the particular department in the particular setting – staff stated that they feel undermined, isolated and demoralised.

- The impact of parental preference and the agreements that are reached about individual pathways for children and the closure plan will have significant impact on the setting, so the sooner this is known and can be planned for, the better.

This led to discussion about how the process will work for Nab Wood Children if admissions to Nab Wood DSP cease in September 2010. The two options for Children at Nab Wood DSP were discussed and staff expressed the view that it was unlikely children will want to transfer to Hanson.

4.2 (b) Nab Wood follow up meeting, 12th January 2009.

Staff concerns were again discussed – focusing on frustration at feeling they weren't listened to and have been "over consulted". It was stated that it has been a long journey and the information now being made available means it's going to be even longer. There was also frustration at the feeling that the past can be discussed for newcomers but not for existing staff, but existing staff are the ones who were told in 2005 that staff could be in permanent posts by 2007. Even so, the issue of temporary contracts not being made permanent has still to be resolved. The fact of being subject to an uncertain closure has had other impacts, for example staff now have no office and this is seen as being due to the re-organisation.

There was discussion of the issues for and impact on Year 7 and Year 9.

Staff wanted more information to enable them to better understand the proposed Management Model. It was confirmed that work was ongoing to resolve the current HR issues: and that based on current data there would be at least as many posts available as staff in the system. There may be some cross phase negotiation and the whole structure would be published at the same time to all staff.

4.3 Swain House Staff Meeting, 25th November 2008

Staff queried the fact that currently children attend Thorn park school from 2 years and wanted to know what would happen to those children within the new service model. Government changes and the Early Support programme were explained, and the LA's provision through Children's Centres and Children's Centres Plus. Discussion has been initiated with 2 children's centres and the Head Teacher explained what point discussion had currently reached to establish links with children's centres in the locality.

Staff queried whether the proposed numbers (65 places) at Swain House will this affect the teacher/pupil ratio in a class. It was explained that school admission numbers were planned to increase and this would also have the effect of increasing staffing and therefore rebalancing the ratio. Children placed in the ARC would also bring with them specialist staff from the service, whose line management and performance management would be delivered through agreed routes. The current plan is that the mainstream school will become 2 form entry with ARC numbers being additional to school admissions, although there may be further discussions about this.

Staff wanted to know if the Head of Service post would be advertised nationally or ring fenced to existing Bradford personnel and were informed that it would be advertised nationally (which is a legal requirement) and that being an experienced and qualified teacher of the Deaf would be an essential requirement. The posts taking charge of the ARCs would be "service deputies", and would each carry some teaching role themselves, so would also have to be appropriately qualified.

4.4 Hanson Staff Meeting, 27th November 2008

Discussion with the staff at Hanson focussed on 2 main areas – the long term implications for Hanson School, and the issues that would need to be taken into account in managing the interim arrangements.

Long term issues

Staff were very clear that they were wholly committed to the plans and believed BSL training for all staff and children should be provided but were concerned about how this requirement would be met. They also felt the school needed advice and support regarding practical awareness and raising the profile and specific detail of health and safety training for all staff including site staff and lunch time staff. Management of noise was another area that they felt would require specialist input and support.

The specific point was made that as an independent school, Thorn Park has a school sports co-ordinator that's government funded – it's important that this doesn't disappear (the post is currently linked to Thornton). Staff felt that the post should transfer to Hanson.

There was discussion of the extended schools provision and potential impact on transport: the possibility of a "sweeper bus" was proposed.

When resource issues were discussed, staff also expressed their view that the numbers of children with HI, VI and additional needs at Hanson will probably equate to the numbers of children in a special school but Hanson will not be resourced to the level of a co-located special school.

Interim arrangements

When the proposals for interim arrangements were discussed, the issue of resources gave rise to concern. Staff felt that the proposed interim arrangements would result in the equivalent of a satellite provision which could easily be counter to inclusion for both students and staff. They were concerned about how staff morale at Thorn Park would be supported.

Mainstream staff wanted to know how specialist staff would transfer. Concern was expressed about how to protect the specialist secondary staff complement if primary provision is available first. It was felt that staff might prefer to opt for the primary settings as the interim arrangements for secondary provision could seem difficult. It was suggested that there could be potential for Hanson to use the Thorn Park building during the interim period, and that this would reduce isolation but would carry practical costs including transport, admin and staffing. It was also felt that there would need to be discussion about facilities for equipment maintenance, charging etc – again this would be especially important in the interim period.

4.5 (a) Thorn Park Staff Meeting, 24th November 2008

By way of introduction, the same presentation was used regarding the long term proposals and interim proposed arrangements. It was clarified that the purpose of the meeting was to get feedback on those proposals, and that discussion of individual arrangements for staff would take place through a separate process. Discussion focused broadly on 5 areas:

- The service model
- Staffing issues
- Interim arrangements

- The consultation process and access to information
- Plans and design specifications

Service model

During the presentation, and with regard to the service model, there was discussion about the nature of the needs of the children who would attend the 3 ARCs: staff sought confirmation that the provision would be for profoundly deaf children as well as severely deaf children. They requested confirmation of which Voluntary agencies would be linked with – specifically, whether Bradford Deaf Centre would be included. Staff wanted to know if the HoS post would be internal, or would be nationally advertised.

There was discussion about provision for 2 year olds and how this would operate, how the proposed links with children’s centres would operate and be resourced, and whether the links would be made with the nearest children’s centres, or whether there would be a different criterion for selection. Staff felt it was very important to ensure that there would be deaf role models in the children’s centres and that the size of the groups needed to be large enough to ensure the availability of both deaf and hearing peer groups. It was pointed out that parents choose where to send their children so there could be no guarantees of any particular group size.

There followed discussion about the responsibility of the HoS to meet QA inspection criteria, and the fact that the “Early Support Package” now puts the onus on the authority to provide information to parents, so clarity about the early years’ provision and pathways is imperative. Work is currently being progressed in this area, and it was agreed that more detailed information would be disseminated.

Staffing issues

Staff wanted to know if the Head of Service and Deputies would be specifically for the Deaf and HI service provision, or general SEN, and whether the Deputies would be specific to the school or separate. It was confirmed that all would be specific to the service and the relationship between the service and SENCO in each school would be worked out in the individual settings, through the SLA. Each service deputy would be a member of the mainstream school’s SMT. Specialist staff would be attached to the service, and this would provide the flexibility so they could move between settings. Staff felt it was important for them to know not only the operational detail, but also how support for them would be facilitated, and how they would meet up. This was recognised as an important consideration, and an area of activity that should increase from what happens at present – the activity associated with developing a cohesive service would include this area of consideration.

There was discussion about how the new service and the peripatetic service would “marry”, and how this would link with the ambition to have a continuum of provision. Staff felt that BSL should be added to the mainstream curriculum. Staff also wanted to know how soon they would know about jobs, and it was stated that (subject to Council approval to proceed), a timetable for assimilation would be drawn up and could begin in the Spring Term. There would be general meetings first followed by individual meetings. It was noted that should the decision be taken to proceed, staff felt that a proposed staffing structure was needed as soon as possible. This was because they felt that in order for staff to be reassured about their posts being secure, they needed to see the number of vacancies there will be in the new structure.

Interim arrangements

Following a presentation regarding the interim proposals and agreed principles, specific operational issues were discussed in some detail. These included the possible impact on the secondary age children of staying on at Thorn Park after the primary age children had left; the implications for Y5 and Y6 children – whether it would be better for them to have two moves (to Swain House and then on to Hanson), or to remain at Thorn Park until Hanson was ready, and how to grow Swain House – particularly staffing issues. It was suggested that this may be by secondment, and if so, confirmation was given that this would not have any impact on assimilating and would be available to all.

Successful management of some of these issues would depend on the approach to managing foundation stage shrinkage whilst sustaining peer groupings, monitoring of any impact on morale for deaf pupils remaining on site at Thorn Park (this was an area of considerable concern), and the use of AR dialogue, approaches to eliciting parents' views and the Head Teachers' approach to developing links. It was felt there was a need for practical suggestions re how to counter potential isolation, and for consideration to be given to transport issues and costs – particularly where siblings will be affected.

Staff raised concern about how the proposal for interim provision at Swain House would operate, as they believe that (due to staff shortage) the present provision has shortcomings. The priority is to resolve the staffing situation and plans would be shared with all staff as soon as they were available.

The consultation process and access to information.

Staff raised concerns that the consultation documentation was difficult to understand; it needed to be differentiated and preferably offered in a BSL DVD. They felt it should be provided in as many formats as were needed by the audience and this could include other scripts / languages as well as BSL. Staff were clear that they don't have an issue around the need to change, but felt the process seems "messy". They felt they were being consulted about things without sufficient information being available. In essence, they were of the view that they can't answer the questionnaire unless they see the designs, and they can't comment on how it will work unless they see staff structures because the quality will be dependant on staff and building.

Plans and design specifications

Staff also had concerns about the fact that plans and designs for Swain House and Girlington were not yet available. Specifically, they wanted to better understand the plans for Swain House, as that was the provision to which the primary age children from Thorn Park would move. They expressed the view that they needed more information about this in order to be able to respond to the questionnaire. They had seen a written design brief, but felt that visual representation was needed for deaf people. They wanted clarification that the designs would meet the requirements of children with more complex needs and any wanted to know if the brief referred to any additional SEN requirements. The request was made for the consultation end date to be postponed until that information is available.

4.5 (b) Thorn Park additional Staff Meeting 14th January 2009

In the light of the above request, and the decision taken in December to extend the consultation period, a presentation was provided for Thorn Park staff on 14th January, giving the detail of the additional specialist space that would be provided on the Swain House site, and the enhancement to the existing provision that would be made as a result of the proposed increase of the mainstream school to 2FE.

The design specification

Staff felt that the following issues were particularly important and would require detailed consideration:

If the dining hall was used for serving dinners, how would the impact be managed?

It was noted that the plans were likely to include 2 halls, and that the way in which lunchtimes were managed would be decided by schools' management teams, which would include the service deputies.

Would the deaf and HI Provision be at the upper level, using the roof space?

It was noted that this was a possibility at Girlington as the plans are likely to include a mezzanine level, but this is not yet known for Swain House.

Clarification was sought about the class room allocations being in the key stage areas.

Staff felt that this was a move away from the original concept of a deaf centre: four classes distributed about the school being very different concept.

It was explained that the space for 4 classrooms represented a total floor space, or footprint, that could be subdivided, and would not necessarily be in one block. It could be one unit subdivided, or several areas distributed through the school.

The following issues were also raised:

- The need to have an audiology base in Swain House – perhaps one of the multipurpose rooms
- The need to have resources in the HI bases that matched the mainstream classrooms e.g. whiteboards and ICT
- Numbers of nursery places for HI children
- The importance of HI children having specialist staff with them in nursery
- All rooms need to have assessment equipment such as TVs and Video recording equipment
- The numbers of staff with appropriate BSL skills, and the fact that people with the Highest level skills need to be working at the earliest level of children's development.
- ICT resources will need to be well managed across new service budget.

Assimilation

Whilst it was made clear to staff that a process duly agreed with the unions would be put in place, it was agreed that for the purposes of this meeting, staff could raise concerns, and these would be clarified (if possible), or otherwise noted and fed back to SEN OJC.

The specific detail of the questions raised is not included in this report, as many questions were about individual situations and could not be answered: key concerns fell into the following areas:

- Process – which posts would be advertised, and which assimilated?
- How would the assimilation process operate?
- What would happen if there were more people than posts available at a particular level?
- Would there be the possibility of applying for a post at a lower grade?
- Would there be any impact on pensions, and what protections might be offered?
- Staff need to see the structures, grades and opportunities as soon as possible
- Process for management of vacancies needs to be clarified
- Work is needed to ensure assimilation provides a 'levelling' process
- Opportunities for flexibility in the interim period need to be clearly defined, as does the management of current vacancies and process for expression of interest
- Staff need to understand what the individual opportunities for consultation with HR and Unions will be.

5. Meetings with governors

Information that was shared with governors:

Service model and proposed transitional arrangements (Power Point, Appendix 4A)

5.1 *Governing Body Meeting at Hanson School, 26th November 2008*

Hanson Governors first requested clarification regarding the overall proposals – for example, wanting to understand the rationale for the reduction of places in Gurlington. This was identified as relating to building and site capacity – the existing building does not lend itself to extending to 30 places. They also wanted clarification regarding numbers – wanting clarification of the plan for secondary pupils where Gurlington and Swain House numbers add to 85 yet there are planned places for only 65 at secondary age at Hanson. It was explained that effective primary provision linked to mainstream assists pupils to develop independence skills and so attend their local Secondary School. Also, post 16 students may choose to go elsewhere, college placements being popular.

Governors wanted to know what would happen if they were unhappy with the proposed transitional arrangements. It was explained that part of the reason for the consultation was the possible need to consider a phased closure of Thorn Park, which would result in the need to manage a small group of children in a potentially isolated environment. It was felt that this situation would be best managed if Hanson Governors were willing to sign up to the proposals, which would ensure the children were on roll at their school, and ownership of the additional support for those children would be with the Head of Service. Governors requested that further debate take place to provide them with a list of scenarios and what might happen in different circumstances, and it was agreed that should the decision be taken to proceed, this would be built into the action plan necessary to establish the provision.

Hanson Governors provided a considered written response, detailing all the practical issues they would want to work through, and this is appended (appendix 3A) Their key considerations relate to:

- Governorship structures
- Support for youngsters in Hanson accessing mainstream education
- Transport of youngsters between sites
- Administration arrangements (registration / exam entry / lunches etc.)
- Access to mainstream education at Hanson during the period of construction
- The position of ancillary staff (e.g. caretakers / lunch supervisors / cleaners) both in terms of their present status and future TUPE arrangements
- The educational value of a small number of students remaining at Thorn Park

They raised concern about whether there is joined up thinking between all factors of this re-organisation, and received a brief outline of the delivery arrangements, and relative roles of the Council, EB, the Consultant Specialist and the Project Management function.

5.2 *Governing Body Meeting at Swain House, 26th November 2008*

Governors sought clarity about who has ownership of the children and where the budget would come from. It was explained that under the proposed model, the children will be on the role of and belong to the school, with their specialist support needs met by the service in collaboration with the school. Staff will belong to the service and this will create

flexibility within service delivery. The budget for the service will come from an amalgamation of the existing budgets, and a Service Level Agreement between the school/s and the service would be drawn up to support this arrangement, as a live working document subject to ongoing review.

5.3 (a) Governing Body Meeting at Thorn Park, 26th November 2008*

Governors were given a description of the proposals, but had not had access to the document

'ARCs - Towards Enhanced Provision'. They therefore felt that they didn't fully understand exactly what they were being consulted on. The focus of the consultation was summarised as being the development and operation of the service, and the proposed change arrangements – the transition.

Governors wanted the opportunity to discuss governance arrangements in detail to achieve clarity about how the advisory body (Service Reference Group) and service management team would link into governance of the new host schools. They also wanted to know (given that at this stage if they agreed in principle in this consultation to the service model, they would be doing so without knowing the details) what arrangement would there be for people to raise concerns when they do lean the detail? The commitment was made that Thorn Park Governors would be fully engaged in the process of agreeing governance and management arrangements and developing the SLA to operate between the service and host schools.

They also had concerns about the designs for Swain House not being available and wanted clarity about the offer in terms of Early Years pathways, provision for 2 year olds and the offer in children's centres; they felt there was a need for clarity about where the youngest children are currently placed. They wanted the documentation to reflect how additional needs would be met, and further discussion to take place about the implications for Year 6/7 children and how movement would be minimised

As a result of these concerns they requested that the consultation period be extended. The advent of extreme weather led to this decision being taken, and as a result a further one-to-one briefing took place between the Consultant Specialist and the Chair of Governor, and an additional meeting of the full governing body was arranged where the issues raised above were discussed in greater depth.

5.3 (b) Thorn Park Governing body, additional meeting, 12th January 2009*

Additional information discussed in more detail:

- The ongoing need for representation of the deaf community, and the place for this within governance arrangements
- Staffing arrangements
- Areas for further discussion / development and involvement
- **Power Point presentation: Governance** (Power Point, Appendix 4B)

Having received the presentation on governance arrangements, Governors raised the following issues, and made suggestions for solutions.

The ongoing need for representation of the deaf community, and the place for this within governance arrangements

Governor's felt there was no 'Deaf' voice, which either needs to be here or on the mainstream governing bodies. They voiced the concern that the majority parental interest

would carry the most weight (ie, mainstream issues would be prioritised) and that the proposals didn't provide adequate protection for the deaf community who could lose their school and their voice at the same time. An integral part of the next phase of planning should be to improve on this. It was clarified that, as they stand, the proposals are based on minimum representation as recommended by DCEG. However, they can and will be further developed and adapted.

There was discussion about the fact that the selection process for governing bodies could not guarantee that there would be a deaf governor, so it was asked whether the school governor service could appoint an additional governor. It was noted that a member of the service representative group (head or deputy) will also be on the mainstream Governing Body, and that all mainstream Governing Body meetings have been positive. However, the meeting still felt that there appears to be an "act of faith" around representation. They felt that difficulties may arise in the longer term, if requirements are not written in, and so representation needs to be covered in the SLA. It was felt that a strong steer was needed from the Service Representative Group re accountability. It was noted that the Service Representative Group will contribute to the accountability process to the schools forum for the finances that fund the service.

Governors suggested that there should be a regular report to the mainstream Governing Bodies for the special interest group. They also suggested that there should be a mechanism by which the mainstream governing bodies could delegate appropriate responsibilities to the Service Representative Group.

Governors recognised that frustration sits in the fact that the SRG is not a Governing Body – they are used to having the powers and responsibilities of a GB. They felt that, if the SRG was to be a further development of the Deaf Management Group (DMG), confidence in the DMG needed to be improved in order to address this. There should be agreed protocols and formal feedback issued from the meetings.

Staffing arrangements

Governors wanted to know what would happen to the office staff - would the Head of Service need an office team?

There was some concern about how 14-19 provision would operate if young people are accessing provisions outside school; there was a general feeling that Deaf and HI children do better at college. Governors were reassured by the fact that the service would retain the budget for such provision.

Areas for further discussion / development and involvement

The following areas are ones that Governors would want to explore further during the next phase of development.

- What will be the relationship between the Head of Service and the Head Teachers?
- Development of the SLA: there was debate about whether the SLA is a driving force, or something that supports the operation. Governors requested a description of how a SLA operates, and were informed that is developed from
 - The priorities of school supporting the formation of
 - Agreements that are drafted and then adopted and kept under review
 - Roles and responsibilities being clarified – what is delivered by the service/school?

Governors requested that work be undertaken to clarify routes for :

- Parental input to the education of deaf children
- The protection of rights to sustain clear identity as a deaf community
- Voice and representation
- Addressing the need to replicate the GB model via the representative group – was it possible to establish an advisory body? It was agreed to check the views of OfSTED: whether any precedents exist and what legal issues there might be.
- Pre 3 numbers, and locations where they would attend. Transport for pre 3 children?
- Agreeing the closure plan – if there were only a small gap between the availability of the primary and secondary provisions, things could be managed so that there were one move only, and this would be preferable. If there is a phased closure, inclusion should be formally timetabled for those children remaining on the Thorn Park site.

*Relevant minutes of Thorn Park Governing Body meetings are available, including a meeting of the Governing Body that took place without officer attendance.

6. Meetings with parents and public

Information that was shared with parents and public:

Powerpoint presentation “Service model and proposed transitional arrangements” (Power Point, Appendix 4A) was shared at all meetings

Additional presentation in response to questions raised, (powerpoint, appendix 4C) shared at Thorn park, postponed meeting

6.1 *Parent and public consultation, Girlington, 2nd December 2008*

The meeting was attended by a parents, but no members of the public. Parents who attended had children at Girlington, Thorn Park and Nab Wood. They indicated that following the meeting, they were all happy that they now understand the arrangements better, but one parent of a child who lives near Delius would like further explanation of the difference between the planned generic special schools and the provision for deaf and hearing impaired children. It was agreed that this should take place on an individual basis. The parents of 4 children at Nab Wood indicated that they would opt for continuation of the placement.

6.2 *Parent and public consultation, Swain House and Hanson, 3rd December 2008*

This meeting took place at the beginning of the episode of extreme weather, and there were only two attendees.

Clarity was sought about where the children would be educated, and how the additional support would operate. Confirmation was sought that there would be no negative impact on mainstream staff ratios and teachers’ work loads, and that there would be no disruption to existing pupils. Detail was requested about how the building programme would be likely to be managed, and the relationship that would be needed between the Head teacher and Project Manager was discussed. Concern was raised about car parking and the need for an appropriate access road. The fact that a turning circle was part of the planned provision addressed this concern.

Detail was sought about where the children would be coming from and what would be the benefits for mainstream children, whether the ethnic mix of the children would have any impact the school and first language issues. There were no continuing concerns once these questions had been answered, and there was very positive support for the idea of mainstream children learning BSL.

Two major concerns/priorities were identified as potentially not having been addressed in the above dialogue.

- The first related to ratio: the view was strongly expressed (and followed up with an e-mail response that 65 at Swain House and 20 at Girlington did not seem equitable, and that this ratio needed justification – the parent wanted to know how the numbers had been arrived at.
- The second related to disruption – further detail was requested about the building programme and how transitional arrangements for pupils would be managed.

6.3 (a) Parent and public Consultation, Thorn Park 3rd December 2008

Due to extreme weather, the meeting had been cancelled, but one parent had not received the message, so an individual consultation took place. The following questions were raised and discussed:

1. When will it happen? (A. 2010, with a phased move)
2. Are all the Children moving over there? (A. Yes, unless parents want an alternative which would be dealt with on an individual basis)
3. What will happen with Thorn Park building? (A. it's proposed it would be refurbished to provide a specialist C&I school)
4. Will there be enough places? (A. yes – there will be more than current)

The parent strongly expressed the following views: interim arrangements will work because they will be managed by the teachers so its up to you how you manage them – we have confidence in the teachers to make it work. If it's going to take a couple of years to get it all complete, it's no problem as long as you're organising it; just let us know about any changes. It would be good to arrange visits to the school and let us know where it is so we can go and have a look.

6.3 (b) Public Consultation, Thorn Park School, 7th January 2009

A set of questions parents had raised in conversation with the parental involvement worker at Thorn Park had been forwarded to LA officers, and a PowerPoint presentation (appendix 4C) had been prepared as a response. The meeting therefore received two presentations – the first being the one about the service structure and transitional arrangements, and the second being the one responding to their own questions.

Presentation 1 – the service model and transitional arrangements.

The first presentation led to a range of questions about how the service would operate: parents wanted reassurances about how the Head of Service would manage across different sites and where will the Head of Service would be based and whether there would be a conflict of interest with curriculum delivery and specialist deaf and HI support. In response, it was clarified that primary responsibility for the curriculum would sit with the mainstream school (where the children would be on roll) and that the Head of Service would be responsible through the team of specialists to ensure that pupils have appropriate support to enable them to access the curriculum through personalised learning – according to children's individual needs. Parents were reassured by the clarification, but warned that they felt personalities could have a huge part to play in all this.

In terms of where the Head of Service would be based, it was made clear that this had yet to be decided. Each ARC site would have office space for the service deputy managing that site. The Head of Service would be based on a site that could provide the additional accommodation needed, so the assumption some parents were making that it would be at Hanson was not unreasonable.

Presentation 2 – overview and FAQs

The presentation gave a recap of the background and the proposal, and the purpose of the meeting, and then addressed the following questions directly. (it was agreed that the first two had already been addressed in the first presentation)

- What is the letter about?
- What is happening with the schools?
- Will the staff be moving with my child?
- Is this good for my child?
- Which school will my child be going to?
- When will they move?

- Will my children be in the same school?
- Can I write my views in Urdu?

Will the staff be moving with my child?

It was recognised that parents would be anxious for specialist staff, already working with deaf and HI pupils and who are known to their children, to continue supporting them. It was explained that there is a process, agreed with Unions, to be put in place, and that it was anticipated that all the staff currently in the system would transfer.

The audit of specialist staff and skills was also discussed, and the need for additional training for mainstream staff.

Is this good for my child?

The fact that differentiated curriculum already takes place in mainstream schools and the government agenda on inclusion was explained. The new provision would offer improved access to the mainstream curriculum. There would be specialist teaching areas and improved acoustic insulation so each child can have an individual timetable according to their individual needs.

Inclusion and appropriate access for Deaf and HI pupils already exists, but it's much easier to manage in the existing DSPs (which is just due to proximity); the model will further improve on this.

The particular issue in relation to GCSE for pupils affected by the transition was raised. Parents were anxious that there should be guarantees that Qualified Interpreters will be available for supporting children with exam work in the new environments within ARCs. It is considered essential that management of the transition does not result in children having to sit exams in unfamiliar environments.

Which school will my child be going to?

When will they move?

Will my children be in the same school?

These three questions were interlinked, and so were dealt with in the same conversation.

It was explained that unless parents wanted to discuss a different outcome for their child, which would be done through the Annual review process, all the primary age children would go to Swain House and all the secondary age children would go to Hanson. It is anticipated that the primary age children will move in September 2010 when the service is proposed to be established. Secondary age children would remain on the Thorn Park site until it was possible for them to move to the new provision at Hanson.

Parents wanted to know when Hanson would be ready, and it was explained that the current target date for this is September 2010, but this is subject to confirmation. If not September 2010, the current assumption is that it will be soon after – possibly during the autumn term of that academic year.

Parents questioned why it was planned to begin the transition with primary aged pupils before secondary provision is ready and available. This gave rise to discussion about the transitional arrangements, and the explanation that if purpose built accommodation was available, it would be better to occupy it as soon as possible.

Parents expressed concern about secondary aged pupils remaining at Thorn Park as they may feel isolated - there will be fewer children in the school, and specifically requested that if there was only a lapse of one term between the primary and secondary

accommodation being available, consideration be given to establishing the provision at the later date.

Can I write my views in Urdu?

Yes, and the Council has an interpretation that can be contacted as well if necessary. Deaf and HI parents can also express their views on video if they wish.

More Questions?

Transport:

- Q. travel is provided on the same school bus for siblings currently attending Thorn Park, so isn't this going to double the transport costs?
- A. This concern is valid, but should be considered on the basis of the impact on the children – not based purely on finance.
- Q. 2 Sets of transport and a tight timescale for parents who are working parents of children of primary and secondary age will make things really difficult in the morning. Also start times for the schools are different. How will all this be managed?
- A. Individuals discussion with parents through AR process

Action: School (thorn Park staff) were asked to look at how many children will be in this situation (as primary and second siblings) and it was agreed that info would be supplied by the school re siblings – see appendix 2)

Bullying

- Q. In other areas where Deaf and HI schools have closed and pupils have gone to mainstream schools – bullying has been a major issue – hearing aids damaged/broken because of bullying. What does the school have in place to deal with this?
- A. Reassurances were given by the Head Teacher that hanson were very proactive in their approach, and was agreed to establish communication between the two schools so that parents could be involved.

Early Years:

There was discussion of the process for developing the continuum by linking provision with children's centres, and Early Years work and Early support for families through Education Bradford's support team.

1. How will parent/toddler sessions be provided within new service model and where??
- A. In order to answer this question, we need to know the regularity of sessions, numbers attending and the type of provision.

Action: it was agreed that the information would be provided by Thorn Park School Parent Liaison officer: based on work with families since Feb last year. Also mentioned were the Early years review and the idea of using a piece of work undertaken by NSPCC to increase their support for parents of deaf children mirroring some work done with families of Autistic children as a model.

Feedback

One parent observed that here in Bradford we have worked hard on the transition into new provisions and mainstream schools and the Council have listened to parents comments and taken them on board. This gives parents more confidence that we will get it right because thought has gone into it.

6.4 Public/Parents consultation - Nab Wood 12th Jan 09

Parents who attended asked the following questions.

1. How will the service be better?
2. If my child stays at Nab Wood, what resource will be available?
3. If I decide I want my child to go to Hanson could it be before the new provision opens?
4. When and how will decision be made

In answer to question 1, reference was made to the SEN improvement test. Although parents were clear that they felt their children already attend good provision and are well supported at Nab Wood, they also recognised that purpose built accommodation and a larger provision would improve quality and flexibility.

In the process of discussing the answers to the other questions, parents became increasingly clear that the outcomes of annual reviews become increasingly more important from now on, as they will start to make it clear what parents are anticipating for their children. They recognised that the most important thing for them now is to develop a clear view of the best pathway for their own child, and that this will require support from the school staff.

It was agreed that parents "Key Questions" should be posted on the website, with answers that help to point them in the right direction to access more information, and personal advice and support.

7. Meetings with children and young people

7.1 Ongoing participation work

Each school affected has involved their schools council in discussions about the proposals, and this has been ongoing. Joint Schools Council meetings have taken place between Thorn Park and Hanson Schools Councils, with particularly positive outcomes. For the purposes of this part of the consultation, a specific meeting of Thorn Park Schools council took place, attended by a Council Officer.

7.2 Schools Council Meeting at Thorn Park School 14th January 2009

Thorn Park Schools Council had already had the opportunity to discuss the proposal, and so came ready with their own questions, issues and areas for discussion. These fall into 4 main areas;

- staff,
- support,
- preparation and
- quality of the provision.

Once the question and answer session had taken place, the children offered advice that they would like to be taken on board in developing the provision.

Staff

Children wanted reassurance that their teachers would move with them. They wanted an increase in teachers qualified to L3, and made the point that interpreters need to have high level signing skills for GCSE –they need to be L4. They perceive there to be a lack of L4 interpreters, and specifically requested that the Council advertise for L4 interpreters.

They were clear that teachers should go with the children because too many new teachers would make children panic, and change is difficult. Likewise, it was important that deaf instructors should go with them.

Key advice:

We want the staff to go with us, and

We want you to improve the general standard of qualifications for all staff

We need suitably qualified interpreters to support us in GCSEs

Support

Discussion focussed on the support that is provided through people, technology and the learning environment.

They were clear about the need to provide high level BSL interpreters, but also (for example) video equipment in exam situations. ICT is really important throughout the curriculum.

Dining is an issue where good planning and support is needed – it's important to be very sure there's quiet space. Separate dining areas will be needed at Swain House.

Children said that they want children to mix, but whenever children work together there must be an interpreter

Children want to know how extra support will be given – they believe they will need note takers and interpreters

Children advised that the Council needs to share the designs with them.

Preparation

Children believe training needs to take place in Hanson before they go there so that pupils and staff already have skills. Ideally they would like Thorn Park pupils to be able to teach Hanson pupils and Thorn Park interpreters to be able to teach Hanson staff.

Will Hanson put BSL on the timetable?

Children advised that there's a need to share the training programme with Thorn Park school council, so they can comment on it.

Thought and planning will need to be put into how cover will operate for interpreters if they are absent.

Quality of the provision

Particular issues of importance for the children are:

- The alarm system – must be supported by lights
- Rooms should be carpeted
- Security - will there be lockers? Coat pegs? – In class rooms or where? (Children would prefer to be able to keep their belongings with them, so coat pegs in classrooms are preferable).
- Vocational Curriculum – What's on offer? Bikes, car mechanics etc.

Advice

Children made the following practical suggestions, which they would like to be shared with Hanson staff:

- BSL users could have badges or some mark on the uniform, so that deaf children know who they can turn to for help
- Teachers facial expressions are really important
- Avoid distracting noisy backgrounds, including visual noise and distraction.
- Don't wear too much bling.
- Don't wear loud clothes – plain uniform would be good
- There needs to be lots of visual support for the curriculum
- Deaf children will need backup help in smaller rooms they can withdraw to
- Arrange the tables so we can see each other and the teacher

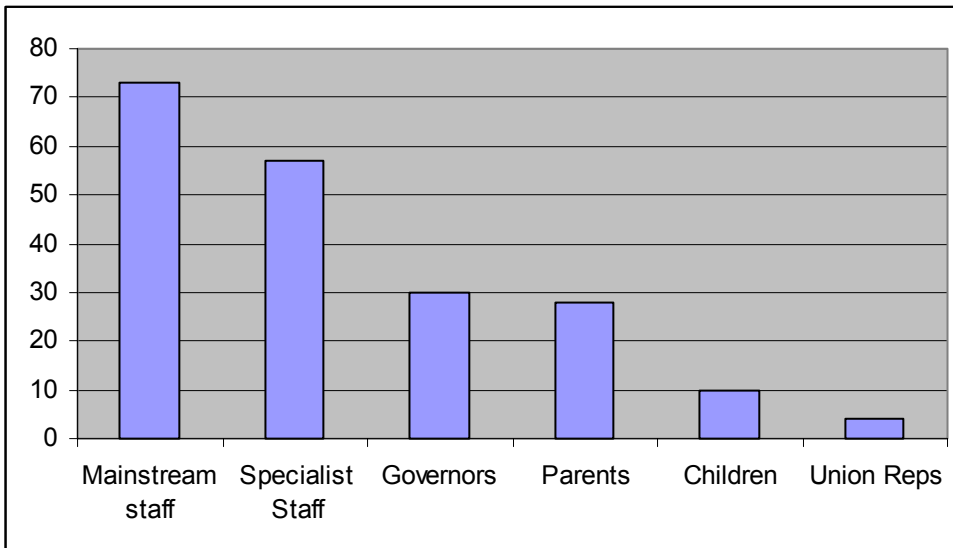
They also raised the following more general issues

Concerns about under 3s – they would like there to be provision for 2 years olds at Swain House. Young children may become isolated. Children would like to know what the provision is like in children's centres

Assemblies there should be a combination: some just for hearing, some just for deaf and some whole school / mixed.

Finally, one contributor wanted it to be noted that although she knows the decision has been taken, she doesn't agree with government inclusion policy – “our life is different and you shouldn't close the school”.

9. Who attended meetings



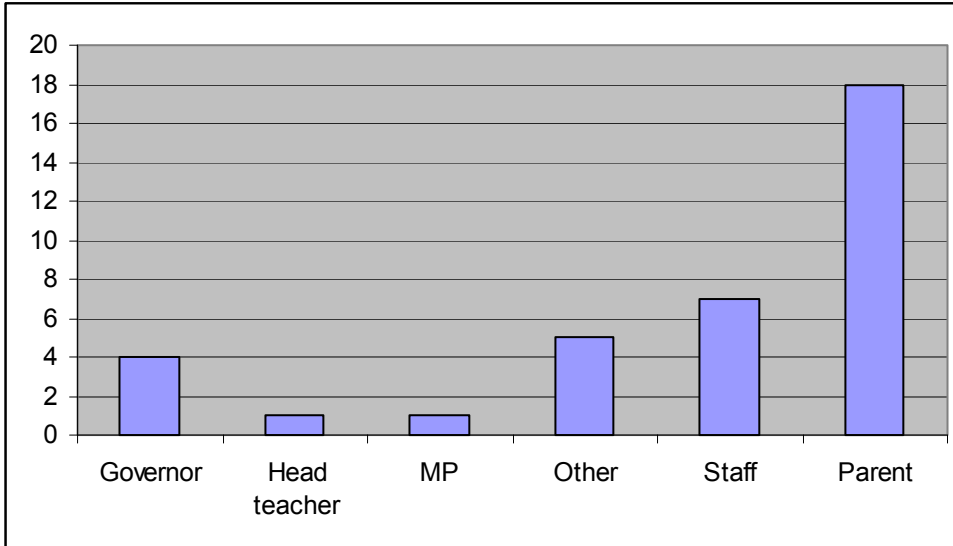
The following information should be noted:

1. The mainstream staff group comprised full staff briefings provided for staff at Swain House and Girlington at pre planned staff meetings, and a meeting at Hanson attended voluntarily by 13 staff.
2. The number of specialist staff who attended across the settings represents an extremely high percentage of the total
3. The Governors involvement took place at full Governing Body meetings at Hanson, Swain House and Thorn Park. Girlington Governors meetings have been cancelled twice due to severe weather, and a verbal statement will be given on their views. Nab Wood Governors have been briefed by the school, and so did not require a council officer to attend their meeting.
4. The children represented in the graph only include the specific meeting held at Thorn Park schools council, not the joint schools council meetings that have taken place as an ongoing process.

10 Written responses

10.1 Summary of respondents

Written responses were received from people identifying themselves in the following capacities



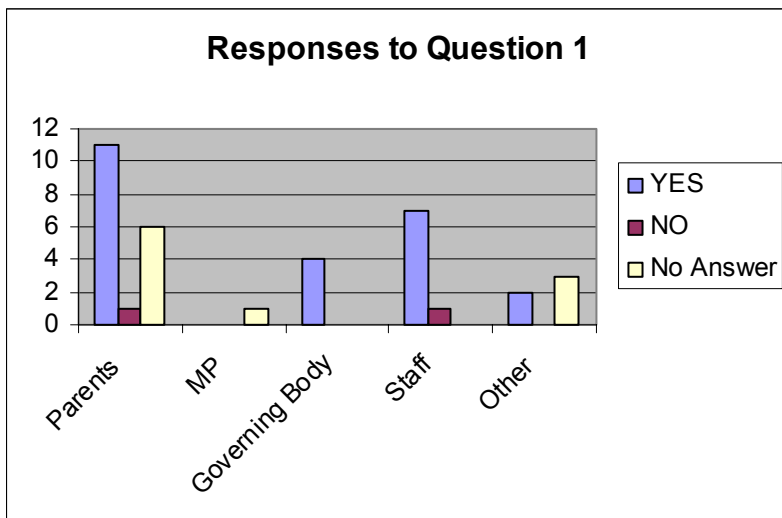
The written consultation focussed on eliciting stakeholder views on 2 key issues:

- Are you in favour of the Deaf and Hearing Impaired Service model?
- Are you in favour of the proposal to establish Additionally Resourced Centres (ARCs) for deaf and hearing impaired pupils to be located at Swain House, Girlington and Hanson Schools?

For each question a frequency graph is supplied, indicating the responses received, followed firstly by a summary of concerns and comments in favour of the proposals, and secondly by a summary of comments against.

10.2 summary of responses

10.2.1 Question 1 - Are you in favour of the Deaf and Hearing Impaired Service model?



YES –

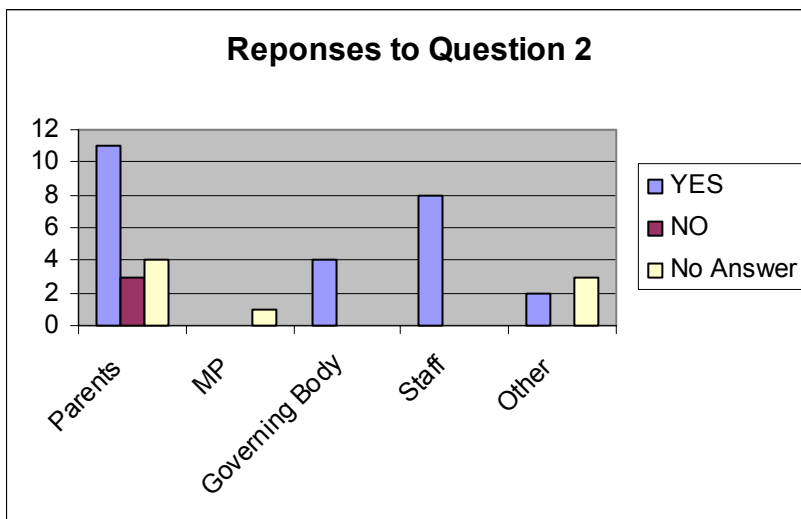
Comments included in this section included the following:

- The view that this will benefit the schools, the pupils and the learning and fits with both the overall aims and objectives of the special school re-organisation as well as the principles underlying the review of Deaf Provision
- 5 comments in favour of the Deaf and HI service as it promotes inclusion and integration and children's right to learn in mainstream settings with access to all the opportunities provided.
- Four comments in favour, but with the following reservations:
 - provided staffing levels meet pupil's needs
 - accommodation is appropriate to those needs in terms of acoustics, rooms for individual teaching.
 - The budget must be tailored to those pupils with a very high level of need – not pupils fitting in to a designated budget. This has never been adequate previously.
 - The need to ensure close links between all staff supporting Deaf & HI children of all ages and in all locations.
- The view that deaf pupils who are included into a mainstream setting benefit from expectations which encourage them to achieve their full potential both academically and socially.
- For staff working in those settings the service model includes flexibility and movement and as such offers a wider range of opportunity and professional development. At the same time it ensures that staffing is needs-based rather than geographical.
- The proposed new settings will allow all hearing impaired children to have equal access to appropriate support, equipment and trained staff
-

NO-

One respondent expressed the view that deaf people would be left behind with their education because the hearing child will pick up the spoken language easily and deaf people will not pick up the spoken language.

10.2.2 Question2 - Are you in favour of the proposal to establish Additionally Resourced Centres (ARCs) for deaf and hearing impaired pupils to be located at Swain House, Girlington and Hanson Schools?



YES

- The majority of the comments in favour related to the type of provision, and reiterated the types of comment above referring to the need for
 - access to updated equipment, appropriate acoustics and good mix of specialist provision as well as mainstream school
 - on-site audiology/technical support to ensure that the children's equipment is working properly every day and can be repaired quickly if necessary.
 - on-site speech & language therapy at all ARCs.
 - continue with the sign bilingualism approach
 - close links between the ARCs as it is very important for the primary deaf & HI children to have regular contact with older deaf & HI role models.
- Only if there are NO Staff redundancies
- Several comments in favour, but stating that they felt there should be no reduction in the numbers at Girlington.
- It should bring greater coherence to deaf Provision as well as a clear pathway for parents/carer/pupils of provisions catering for deaf learners

NO

There were two comments against -

- One expressing the view that it will disrupt the education of children who are already in Nab Wood and questioning why the change? (This issue was raised and discussed in

the parent / public consultation at Nab Wood, which took place after this written reply had been received).

- One expressing the view that if hearing impaired children were separate then they would be able to have more time spent with them as individuals

10.2.3 Comments

- Additional comments focussed on similar issues to those already raised:
 - Concern about the reduction of numbers at Girlington
 - Concern that the imbalance of numbers in the Primary ARCs would reduce parental choice
 - How the interface and delivery of this service provision and that of the Education Bradford Deaf Support Team needs to be carefully explored and explained otherwise it could be very confusing for parents/carers.
 - Are you sure there is no need for an ARC to serve the Wharfe Valley populations?
 - And please “get on with it” this review has been operational for over four years.
 - Concern that 65 pupils who are deaf in a mainstream primary school is too many.
 - the future service should acknowledge and celebrate the skills and expertise of staff in all settings and build on them to establish this new and exciting project.
 - As the provision for hearing impaired children is currently being addressed it is an appropriate time to also address other areas of support these children should access, particularly Speech and Language Therapy.
 - Several people expressed concern about job security and future roles about the safety of my job and role within the service with regards to roles and responsibilities and pay scales.
-
- The need for close co-operation between the Service employees and the school staff, and particularly between the Head & Deputies for the Service and the Headteachers of the schools.
 - The need for representation on the governing body of Hanson, Girlington and Swain House schools.
 - Concern about the proposed new arrangements for 2 - 3 year old Deaf & HI children.
 - The need to establish a base for a regular “parent/toddler” meeting is absolutely essential.
 - Concern about the staggered move from Thorn Park to the new ARC’s.
 - Concern about how additional needs will be met, if the service is responsible for only the specialist support, and the school for SEN.
 - transport arrangements – particularly in view of the earlier start time at Hanson being 8:15am whereas the current start time at Thorn Park is 9:00am. This will make the school day much longer, and will cause difficulties for parents with children in both phases