

Annex 1: List of consultees and correspondence issued:

At the start of the consultation, all parents of deaf and hearing impaired children at the affected settings, and all parents of deaf and hearing impaired children supported by Education Bradford's support team received copies by mail of the letter to parents, the consultation document and the questionnaire, and details of the consultation meetings, as published on the website.

Head teachers and chairs of governors received letters by mail providing the link to the website and details of the consultation process.

All staff affected and all governing bodies affected received letters distributed via the schools, providing the link to the consultation document, questionnaire, and SEN improvement test. Where requested, they were provided with printed copies of the documents.

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 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

On 12th December 2008, all of the above received the letter notifying the extension of the consultation period to January 17th 2009.

Annex 2: Additional information supplied by Thorn Park School for deaf Children, Parental Involvement Officer

Friday 16th January 2008

Information in relation to Parent Toddler Session: Held at Thorn park school for the Deaf/Hearing Impaired children and families

During the consultation meeting held at Thorn Park school on Wednesday 7th January 2008 questions arose regarding the provision for the newly diagnosed families and how their needs would be met. Thorn Park School in conjunction with the peripatetic team has hosted a parent toddler session for families of deaf/hearing impaired children.

The facilities of Thorn Park School have been used to run this particular group and children have had access to play/learning within the foundation stage thus providing a valuable input from an early age around deaf/hearing impaired communication.

The main reasons for this particular group after consulting parents on their view and views raised during the meeting held on Wednesday 7th January 2008 in relation to the 'Future Specialist Provision for Deaf and Hearing impaired pupils'.

Firstly the main reasons for the running of this particular group will be discussed followed by the views of the parents along with some of their comments.

Parent Toddler Group

The parent toddler group has been up and running at Thorn Park School for Deaf Children and hearing impaired children and their families in excess of 16 years. This service has been in conjunction with the peripatetic team who initially were based on site however have relocated to Future House.

The peripatetic team would liaise with the newly diagnosed families and provide information about services for Deaf /Hearing impaired that families could access. These sessions were open to all children across the district. Thorn Park School for the Deaf hosted this session once a week and the following would take place:

- Learn BSL communication skills
- Information related to Deafness/Hearing impairment
- Meet other families/children
- Meet health professionals who would provide useful information
- Information available via other organisations such as the NDCS (National deaf Children's Society) BDCS (Bradford Deaf Children's Society)
- Meet staff who would teach your children at school
- Emotional support available from other parents
- Outings arranged
- Drop in session to receive information linked to DLA, Family Fund and other benefits available

This is only a short summary of some of the support/services offered during the session.

Parents View

Parents raised their view regarding this particular service during the meeting (held on wed 7th Jan 2008) and I have been in contact with parents to collate a general impression/experience of this service and their thoughts which are as follows:

- Family 1- I came regularly, yes session made a difference, I met parents, I learnt BSL, you get to know the teachers and other children, other information was given about organisations/groups, older children visited these sessions, good helped me to realise it will be ok and helped parents to cope emotionally. They should continue with the school so parents can see and learn.
- Family 2- Good group, support, help available and information around Deaf issues, BSL offered, saw other deaf children and I was not alone.
- Family 3- Very good, you learn how to communicate with your child without this I would not be able to communicate with my child, emotionally supported, good relations built with other parents, made friends, Information about hospital services, hearing aids, DLA, Speech therapy.
- Family 4- I was picked up and taken back home, very good service, meet other families, felt there was hope when I attended the sessions and felt not only mine deaf many more. Nurse/Health visitor gave information on health issues. If no group then parent would be lost, in my case the 'zouban' language was an issue, support for Punjabi/Urdu speakers. This group and more groups like this should be there for families.
- Family 5- 'Really, Really, Really Good' my first child was deaf, how will I cope? How will my daughter do, It changed my life, It changed my whole life experience this group session, you feel lighter, fantastic good for you. I attended from when my child was 3 months, learnt BSL from here, found information about NDCS, BDCS, we had parties for Christmas/Eid. The session needs to be kept running with the school. I felt my life had ended and this helped me.
- Family 6- It is very useful group, you become aware of all the issues around deafness and can learn BSL and good support from the team and other parents. Your children can see and learn from the other children in the foundation department. Information from other groups and NDCS.
- Family 7- I met other mums, professionals, information on communication, physiotherapy, speech and language services, felt better when I saw other deaf children, I was in shock first and then hope. Older children came they were normal. Transport was good as I can not drive and this helped me to get in and back home.
- Family 8- Good support group, offered emotional support, I went to the nursery and it was quiet compared to a mainstream however busy with activity. I felt hope as I can relate to others. It is a valuable session and has helped me and others to learn. We developed communication skills, BSL skills. Parents also provided support and we thus exchanged ideas and views of our hearing impaired child. It was my first experience of having a hearing impaired child. I would have been lost otherwise.
- Family 9- Really helped, built my confidence, my child had other needs I felt comfortable, stable and built my confidence of coming out and meeting other parents, It showed me a way to move forward together. I looked forward to coming each week and I would bring my other hearing sibling who was pre school age at the time. I never ever left my child anywhere before and this parent toddler session helped me. It was like a stepping stone to let him attend the nursery provision. It took me a while to let go

and by attending the group it enabled me to know my child was in a safe environment. I was informed of all the guest speakers that would be coming in, information about other groups was handed out and we were asked what information we would like. We had access to BSL. Parents could discuss issues about school and homework using BSL we had time to sit and chat. It was a good and helped me.

The sessions were held within the Deaf provision; it was a great advantage to the parents to see and enabled them to see what their children may achieve. I think it would be beneficial to keep this service linked inside the deaf schools and thus first hand information from the parents whose children are attending the school can be shared with new parents. (please refer to note1).

The above are comments from some parents and the information is as the parents provided via the telephone. I have kept to the word order the parents used thus not to detract from their meaning and views regarding their personal feelings in relation to the parent toddler session.

The number of families who attend this particular session varies from week to week. The reason being those parents travelling from Keighley rely upon transport via the peripatetic team or the school transport. Families who live further a field within Bradford may not travel independently thus require transport and this is limited as there are only two members who transport on a regular basis from the peripatetic team. The school does not have a direct bus service to the city centre for families to access public transport to school thus the variation in numbers who attend. One member has been involved on a voluntary basis for a number of years and has recently pulled out due to other commitments.

The exact number of those attending each week varies from three families attending to eight families attending and at times we have had more families depending upon what is taking place that particular week. The demand is high for this group. The families who attend are from across Bradford and Keighley district. The sessions are open to all children and families who have a deaf /hearing impaired child and their families.(please refer to note2).

Note 1Details of the parents who provided their comments can be provided if required.

Note 2Details of the families can be provided if required.

Information in relation to siblings based at Thorn Park School and the issues this planned future specialist provision for Deaf and Hearing Impaired pupils would impact upon transportation to and from school

As requested the information below relates to the number of siblings based at Thorn Park School for the Deaf. The following issues/concerns were raised in relation to the planned schools reorganisation in particular relating to transportation.

- How many siblings will be affected by the move? (Please refer to note 1 for full details of the families).
- Currently we have nine families who have siblings based at Thorn Park School for Deaf Children. If children are to be phased in split groups of primary/secondary provision the impact of this move would need to be given some thought. (Please refer to note 2 for full details of the break down in relation to where the child is currently based in school).

- The number of families that will be faced with disruptions to their current transport to and from school in considering the future specialist provision for Deaf and hearing impaired pupils? (refer to note 3)
- The emotional upset this would bring to the remaining children at Thorn Park school for Deaf Children once the younger children are moved to the new provision

Parents raised these issues due to concerns if the children were phased into the new planned provision in two separate groups it would be upsetting and disrupt their current arrangements. Parents would prefer their hearing impaired child to travel to and from school as they currently do.

Some parents were concerned if their children were split up for this planned schools reorganisation it would impact heavily upon their current balanced set up in relation to transport as the families have hearing children who need to be walked to other main stream schools thus can not allocate extra time waiting for two sets of transport to collect their children as this would result in their children being late for school.

Parents were concerned with two separate moves in relation to primary and secondary departments. The main concern being children remaining at Thorn Park School for Deaf Children waiting for the secondary provision to be ready for them would be in a much smaller group and the split from siblings would be emotionally upsetting.

Parents would ideally prefer the children to be moved in one move thus minimal disruption and minimal transport disruption occurring.

Note1

- We currently have nine families who have siblings based at Thorn Park School for Deaf Children. (details supplied)

Note2

The split of the siblings from each of these families currently based at Thorn Park school for Deaf Children, (details supplied).

Note 3

A total of eight families will be affected in relation to transport arrangements. The siblings travel together to and from school. One family's situation would have changed by the time the envisioned move is due to take place. This is the Hussain family who currently have one daughter in the primary department and one daughter in the secondary department towards the upper end.

Annex 3: Sample responses

A - Letter of response – Hanson Governing Body

Hanson
S C H O O L

Sutton Avenue, Siva House Hosp. Bradford BD2 1JP
T: 01274 778200 F: 01274 776686
E: admin@hanson.school.uk
W: www.hanson.school.uk

Our Ref: DN/HK
26th November 2008

Head Teacher: Tim Brookes BA (Hons)

Ms K Bottomley
Merchant House
4th Floor
Peckover Street
Bradford
BD1 5BD



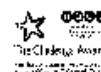
Dear Kay

Thank you for presenting information to our Governing Body about proposals for Deaf and Hearing Impaired re-organisation in Bradford. The PowerPoint presentation and the comments from Richard Flowerday and Julie Holliday were valuable; it was especially encouraging to hear your thoughts on Hanson's approach to inclusion and we shall ensure that staff are made aware of the positive view that the Council holds about our philosophy.



Your input gave rise to a lively debate and I can summarise the issues caused by my governor colleagues:

- Hanson fully supports the principle of the re-organisation of the Deaf and Hearing Impaired Service. We would be privileged to host an Additional Resource Centre for 65 deaf youngsters.
- We are concerned however at the continued uncertainty about the provision of the new build at Hanson, and the Deaf and Hearing Impaired facilities contained within it.
- Latest estimates provided by the authority's team (and Educo) suggest a start date of April/May 2008 and a completion date after a 111 week build of August 2011. Interim measures therefore would be likely to last for a period longer than was explained last night. We also note that there is some uncertainty about when HI/Deaf youngsters could move in – it has been explained on previous occasions that deaf youngsters would not be able to move in until after the completion of the demolition works which would not happen until 2012.
- It is therefore the interim measures that cause the Governing Body most concern. We fully support the principle of the formation of the ARC although there is some lack of clarity about its interface within the mainstream school. We understand that the ARC would have to be temporarily based at Thorn Park, which would remain open until the Hanson build is completed. However, we are uncertain about the process and structures that would be required to manage a temporary off-site provision at Thorn Park. In particular we must ensure that Hanson faces no financial liabilities for the Thorn Park site. We would be seeking an indemnity against such a liability. We would therefore like to have a representative who plays an active role in the development of the interim Service Level Agreement.



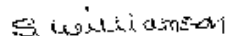
- Examples of practical issues which we would want to work through are:
 - i. Governorship structures
 - ii. Support of youngsters in Hanson accessing mainstream education.
 - iii. Transport of youngsters between sites.
 - iv. Administration arrangements (registration/exam entry/lunches etc.)
 - v. Access to mainstream education at Hanson during the period of construction.
 - vi. The position of ancillary staff (e.g. caretakers/lunch supervisors/ cleaners) both in terms of their present status and future TUPE arrangements.
 - vii. The educational value of a small number of students remaining at Thorn Park.

- The school will of course work on the development of a detailed transition plan with the Thorn Park Leadership Team to manage some of the organisational elements of this process and to ensure that the education of Deaf/HI youngsters remain at the centre of the process; however we will not be able to divert resources away from managing Hanson youngsters who themselves will be going through a difficult educational time whilst the school resembles a building site!

- We would also ask you as a representative of the Council to maintain the pressure on the BSF process to ensure the speediest possible delivery of our new build. This is the outcome that would resolve some of the uncertainties in this letter.

We would welcome further dialogue at the end of the consultation process to enable us to move from an agreement in principle to an operational contract which both protects the interest of the school and preserve the learning opportunities for all of the students on both sites. We should not underestimate the difficulty of managing offsite provision.

Yours sincerely



Mrs SUE WILLIAMSON
Chair of Governors

B - Partner agency response (Speech and Language Therapy Service)
CONSULTATION RESPONSE FORM
by the Bradford Speech and Language Service:
Bradford and Airedale NHS Teaching Primary Care Trust

We agree in general that this is a good idea

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

YES

Please give your reasons below

- Will allow access to updated and appropriate acoustic equipment
- Trained and experienced staff to work together. Staff will be placed where their experience best meets the needs of the children
- Children will have access to specialist and mainstream mix at break times etc
- There is flexibility for children's individual needs as in Girlington DSP

Question 2: 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

Please give your reasons below

As in response to Question 1

Please use the space below to provide any other comments

The concerns we have are around the wording 'access to specialist services'. This will clearly include the Speech and Language Service...Are there going to be any direct consultations with our service about this? Clearly the main area of need for these children is Communication and we are in favour of a total communication approach.

The current SLT provision is focused at Girlington DSP who currently commission 8.75 hours. There is also some tPCT funding for SLT input into Girlington DSP & Thorn Park School. However SLTs also see children with HI needs at pre5 and those who attend mainstream schools/settings. Working closely with the peripatetic team.

Parental choice is also a factor around where children are seen etc. Many of the children known to the SLT service have statements that highlight the need for regular SLT input – the current service capacity does not allow for this to happen. We feel now is a good time to consider how the Speech and Language Service can work jointly with Education to meet the needs of Bradford children with Hearing impairment.

I am responding to the consultation On behalf of Bradford Speech and Language Service

(name supplied)

Speech and Language Therapy Manager
Professional Issues and Complex Needs Service

Bradford and Airedale 
Teaching Primary Care Trust

C - Head teacher response

Question 1

Are you in favour of the Deaf and Hearing Impaired Service model?

YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	Please give your reasons below
<p>I am in favour of the proposed model in principle as I feel it will provide:</p> <ul style="list-style-type: none">• a more coherent, co-ordinated and collaborative approach to the education of deaf and hearing impaired children in Bradford, managed by an overall Head of Service• flexible deployment of staff across the provisions to meet the needs and numbers of pupils• a co-ordinated approach to Continuing Professional Development for staff• possible increased career opportunities for staff• an overall budget which can be allocated flexibly across the provisions thus enabling effective and efficient use of resources <p>However, I do have some concerns in relation to the Service model which I have identified in the final section.</p>				

Question 2

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	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	Please give your reasons below
<p>I am in favour, in principle, of the proposal to establish ARCs sited at the above provisions as I feel it will provide:</p> <ul style="list-style-type: none">• a continuum of provision within each setting enabling individual pupil needs to be met through a personalised learning programme• enhanced curriculum opportunities within a mainstream setting, including extended school provision, and choice for pupils• the opportunity for deaf pupils to be taught directly through BSL as part of a small group where necessary• the provision of BSL, SSE or an oral approach as necessary for each pupil• opportunities for social interactions and the development of friendships with hearing pupils thus increasing the confidence of deaf and hearing-impaired within a hearing world• opportunities for hearing pupils and staff from mainstream to develop deaf awareness and BSL skills• the opportunity to maintain a deaf community within the provisions by having a critical mass of deaf pupils and adults• excellent partnership working has already been established between these mainstream schools and Thorn Park which can be built upon. <p>However, I do have some concerns identified in the final section.</p>				

Please use the space below to provide any other comments

My concerns about the proposals really reflect the fact that there is a lack of detail and necessary information available to enable me to make a fully informed judgement. I do recognise that there is a lot more work to be done.

In relation to Proposal 1 I have concerns about:

- the management and governance proposals, in particular the lack of representation from the deaf community, parent or family services on the proposed Representative Group and the need for formalised procedures for representation on the Governing Bodies of the host schools
- the Service Level Agreement, which is a crucial document, and the need for representation from all interested parties in its formulation
- the lack of information regarding a staffing structure which is particularly impacting on staff morale
- the working relationship between the new Service and the existing Deaf Support Team
- line management of the Head of Service, a Council employee, by Education Bradford
- the lack of an agreed language and communication policy

In relation to Proposal 2 I have concerns about:

- the lack of a design plan for Swain House as it is vital that the ARC forms a hub within the school as in the Hanson design where the ARC is at the heart of the school
- the phasing arrangements whereby Secondary pupils will remain at Thorn Park after Primary pupils have transferred to Swain House. It is still uncertain as to the length of time this will be and could impact negatively on the morale of Secondary pupils and staff. I understand that Hanson staff would be keen to minimise this impact but there are too many uncertainties to feel re-assured. If pupils choose to continue their placement at Nab Wood after the closure how will this be resourced and how will it fit within the service model?
- the provision for 2 year olds. It was agreed by the Executive Committee in October '05 that 2 year olds would be provided for in Swain House but, I am told, with the Governments' change in agenda this will now be in Children's Centres. But the needs of 2 year old deaf children have not changed! There are significantly more deaf and hearing impaired children diagnosed in Bradford (up to five times the incidence) than anywhere else in the country and only 10% are born to deaf parents from whom they can develop BSL as their first language. It is vital that 2 year olds have the opportunity to develop BSL through interactions with deaf adults and deaf peers during this critical language learning period. This is provided at present within Thorn Park where everyone can sign and pupils are exposed to BSL, from native users, as well as to English. I understand that two Children's Centres are to be resourced but what staffing will this consist of? Will transport be provided because if not these families will be disadvantaged by having to get their child across Bradford rather than their local Children's Centre and it will not happen. If this is the case there will never be deaf peers for these children to interact with.
- the provision of a suitable parent-toddler group. This links with the above point. Parents of newly diagnosed deaf and hearing impaired children have benefited greatly from attendance at the parent-toddler group held for many years at Thorn Park, run by the Support Team for Deaf Children. Here they have had the opportunity to meet with other parents, see other deaf children wearing their hearing aids, had the opportunity to learn BSL, met with deaf adults and had input from a range of outside speakers including older pupils and successful ex-pupils. Toddlers have had the opportunity to join in nursery activities within Thorn Park. It is now proposed that this is held at a Children's Centre but, to me, it would be impossible to replicate the full benefits of it being held in Thorn Park or a school setting which could be developed at Swain House.

I understand that any new provision must be as good as, if not better than, the existing provision. My particular concerns that this may not be achieved are centred around the

provision for 2 year olds as this is so vitally important in establishing a language and building the foundations from which the deaf child develops. Ofsted, April '08, recognised the 'good' and 'exceptional' progress that was made within Thorn Park's nursery by pupils who 'arrive at the school with standards well below what is typical for their age'.

We cannot lose the ethos created within Thorn Park where the language and culture of the Deaf community is fully respected and pupils leave school as confident young people with positive self-esteem and deaf identity. There is a significantly higher incidence of mental health issues with deaf and hearing impaired young people than with hearing mainly due to a lack of identity within the deaf or hearing world. I fear that there is strong support for a medical model of deafness, rather than a social model of disability, which is a concern.

It is unfortunate that a Designate or Interim Head of Service could not have been appointed some time ago to have ensured better co-ordination for the re-organisation of this provision, instilling trust and confidence of the staff, parents and pupils throughout this difficult process. Despite having expressed all these concerns I have to say that I do remain positive about the future opportunities for deaf and hearing impaired children across Bradford and am heartened by the partnership working with the host schools, particularly Hanson School, who could not be more welcoming or accommodating to Thorn Park's pupils and staff.

D - VCS response

Re: Consultation on Future Specialist Provision for Deaf and Hearing Impaired Pupils at Swain House Primary School, Girlington Primary School and Hanson School.

I am writing to you in my capacity as Regional Director for Yorkshire and Humber for the National Deaf Children's Society. NDCS is the national charity dedicated to creating a world without barriers for deaf children and young people. We represent the interests and campaign for the rights of all deaf children and young people from birth until they reach independence.

NDCS believes that the family is the most important influence on a deaf child's development. NDCS supports the deaf child through the family as well as directly supporting deaf children and young people themselves.

We take this opportunity to comment on the above proposals, based on feedback from members of the Bradford Deaf Children's Society, other parents of deaf children, and our experience of similar restructuring processes.

NDCS welcomes the opportunity for deaf children in Bradford to have access to new and improved educational facilities. However we would like to raise the following areas of concern.

Ongoing consultation with parents

How will parents be kept informed of changes between now and the date when all children are moved into new provision? There have been issues raised during the current consultation process with regard to some parents' ability to access consultation materials in languages other than English.

New school opening dates

We understand that at present it is not yet possible to confirm the opening date for Hanson school, other than you expect the primary site to be open in September 2010 and the secondary site to be open some time between September and December 2010, or possibly later. It would be helpful for parents if a process could be established by which they can be kept apprised of these dates.

Early Years Provision

The consultation documents provide little information in relation to future proposals for early years' provision for deaf children, other than that some will take place in as yet unnamed Children's Centres, and that each of the specialist primary schools will have a Children's Centre linked to it. How will parents be consulted on these proposals? How will the decision be made as to which Children's Centres will be designated? Will transport be provided to any new venue to enable families to access this new provision?

Parents are concerned that the multi-agency support group that currently takes place at Thorn Park School is an essential source of support and information for parents, and are anxious that this provision continues. We understand that this will require consultation with the Education Bradford Support Team for Deaf Children. Again, transport may be a significant

concern. Also, the need to secure the ongoing commitment of a range of non-teaching and other multi-disciplinary staff that currently support this group. We understand that both proposed primary sites will have nursery provision and would welcome further information on how they will develop any specialisms. During 2008 NDCS was asked to participate in an Early Years Review with Education Bradford, we therefore would like to see how your proposed changes fit within this wider review.

As discussed on 7th January, NSPCC has called a multi-disciplinary meeting on 14th January to look at how parents of deaf children in Bradford can be supported. We will ensure that the outcome of this meeting is fed into your consultation.

Management of new service and Liaison with Education Bradford Support Team for Deaf Children

We welcome your commitment given on 7th January that the Head of the new service will be someone with experience of working with deaf children. We would like confirmation that this means the new Head of Service will hold the mandatory Teacher of the Deaf qualification. Some of the success of the above proposals will rely on effective coordination with Education Bradford. As there is the possibility under the proposed changes that there will be more children in mainstream settings than at present, what plans are in place to review thresholds of support and to review Education Bradford's capacity to meet future demand for its services? How will resources be allocated? Deaf children in mainstream settings can do well, supported by dedicated school and specialist support staff. However several parents raised concerns over the need for Communication support workers with the right qualification in sign language. We acknowledge your commitment to provide ongoing staff training during 09-10 to ensure that this potentially increased demand can be met. If children from Thorn Park are to be spread over potentially 3 sites depending on age and location then there will also need to be a commitment to increased numbers of staff because the existing specialist staff pool will be diluted across more sites and will not be sufficient. Presumably there will be potential losses of economies of scale that are currently enjoyed from all children being on one site.

Reduction in numbers at Girlington

As Girlington is to experience a reduction in places from 30 to 20, how will you ensure that the quality of specialisms and standard of staff that has been developed is maintained? Will the numbers be reduced through new intake or will there be compulsory or voluntary movement of existing pupils. If compulsory what options will parents have for continuation of schooling alongside existing peer and friendship groups for their children? The consultation letter states that numbers will be reduced between now and then. If this is to be through normal movement then they will need to have 5 deaf pupils in current year 5 and 4 and not take in any new pupils. This will restrict parental choice for parents that are looking for placement in the next 2-3 years. If parents choose not to opt for Girlington at all, will Swain House have the capacity to take more?

Educational attainment of deaf children

At the meeting on 7th January you stated that you have evidence from other local authorities that this type of new provision leads to an improvement in the educational attainment of deaf children. In June 2008, NDCS launched a campaign report "Close the Gap", a copy of which can be found on the link below.

http://www.ndcs.org.uk/about_us/campaigns/attainment_campaign/index.html

This report sets out the barriers to achievement for deaf children in more detail. Deafness is not a learning disability. In other words, there is no reason why most deaf children should achieve any less at school than their hearing peers of the same abilities, providing they are given the right support from the start.

Despite this, government figures show that deaf children are under achieving on a massive scale. One figure indicates that deaf children in England are 42% less likely to achieve five GCSEs at grades A* to C. Another suggests that deaf children are 300% more likely to leave primary school without a basic understanding of literacy.

We would therefore be interested in sharing your current information relating to the educational attainment of deaf and hearing impaired children in Bradford, and your plans to monitor and measure their progress under the new proposals.

Parent governors of Thorn Park School

At present Thorn Park school is fortunate to have a number of parent governors with significant experience of deaf children's education. Are there any plans for these and other parents who may be willing, to be integrated into the governance of the new schools?

Transport

It is clear that during the transition period there will be some families who will experience potential inconvenience while children from within the same family are at different schools, until all new provision is completed and open. We welcome your statement at the meeting at Thorn Park School on 7th January that the needs of each family will be treated on an individual basis during the transition period. We assume this will be in line with the child's statement and the council's transport policy. Would you be able to confirm that families that are currently benefiting from transport arrangement that fall within the existing policy guidelines will have service protected should any enforced change of school placement mean that they then fall outside policy guidelines regarding nearest appropriate school and distance to school?

There are also issues relating to different school start and finish times for primary and secondary on the Hanson site, and access to after-school activities. This type of activity may become more difficult to access once children are spread across a range of sites, but remains crucial to deaf children's personal and social development and emotional wellbeing.

Acoustics

Your document states that deaf children will have access to an improved acoustic environment. We would welcome further detail on these proposals. For your information NDCS has produced The Acoustics Toolkit which contains details of BB93 regulations and advice on how to carry out acoustics

audits and can be downloaded from our website www.ndcs.org.uk (requires free registration as NDCS member) or can be requested via the NDCS Helpline 0808 800 8880.

Are you able to guarantee that all new buildings meet BB93? NDCS believes that poor acoustics in classrooms is a barrier to raising the attainment of deaf children. We estimate that in a typical primary classroom that meets current standards, less than 40% of speech is intelligible to a deaf child and less than 75% for a hearing child. Many of our members have also told us about their concerns – a recent NDCS survey revealed that 34% of parents of deaf children have concerns about the acoustics and adaptations in their school. We believe that improving classroom acoustics will improve the educational attainment of deaf pupils and research also suggests it will improve the attainment of hearing pupils also.

Essex County Council is currently undertaking a piece of research that is observing classroom acoustics design, reverberation times and noise levels alongside observing pupil behaviour and evaluating the impact of altered classroom acoustics on the teaching and learning outcomes. Initial analysis suggests that Building Bulletin 93 HI levels for deaf children need to be exceeded in integrated settings.

Involvement of youth service

One parent raised an issue of potential bullying following integration of deaf and hearing impaired children into new schools. It was pleasing to hear that joint school council meetings are already taking place successfully between Thorn Park and Hanson schools. It may be helpful for you to know that in some parts of the Yorkshire and Humber region NDCS has been supporting groups of young people to access the Youth Opportunity Fund, and I wonder if there is potential here to involve the local Youth Service at Hanson school if it is not already engaged? It may be that a group of deaf and hearing children and young people could work together on an application for activities of their choosing or indeed on other projects with the youth service?

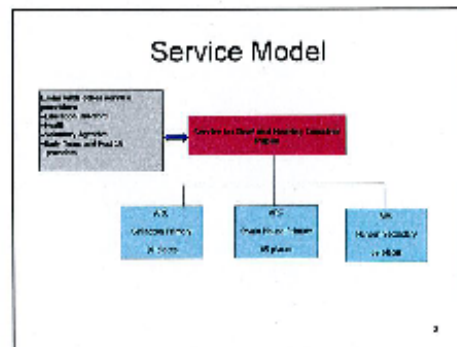
We hope these points can usefully contribute to the consultation process. Should you or colleagues wish to discuss any of the above matters in further detail please do not hesitate to contact me. We look forward to continuing to support the transition process for families in Bradford.

Contact details supplied

Annex 4: PowerPoint presentations
A – Service model and transitional arrangements

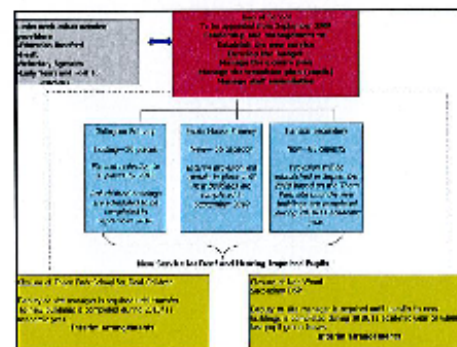
**Deaf and Hearing Impairments
Interim Arrangements**

Staff and Parents Consultation
November/December 2008



Interim arrangements & principles

- Minimising pupil moves where this is possible in line with council policy
- All new ARCS need to be established on the same day at the beginning of a new term.
- The availability of the new primary school buildings for occupancy is the trigger date for the establishment of the new service and the establishment of all 3 ARCS.
- Agreement needs to be reached on a reasonable commissioning period (snagging) between building availability and occupancy.



B - Governance (response to Thorn Park Governing Body request)

SERVICE FOR DEAF AND HEARING IMPAIRED CHILDREN AND THEIR FAMILIES

Presentation to Thorn Park Governors,
January 2009

1

Governance

- Children will be on the roll of the mainstream school.
- A service Level Agreement will operate between the mainstream schools and the Service.
- Oversight of the Service will sit with a formally constituted "Representative Group for Service Delivery". (The "RG")

2

Governors and the Representative Group for Service Delivery

There will be different and complimentary roles for the Mainstream Governing bodies and the RG.

The next slides differentiate the roles

The SLA will be the subject of further consultation should the Executive give agreement to proceed.

3

Representative Group for Service Delivery

It is proposed that the "RG" will be established with representation from:

- The mainstream schools where the Additionally Resourced Centres (ARCs) are sited: Swain House and Girdlington Primary Schools and Hanson Secondary School.
- The Head of Service and Senior Leaders from the ARCs
- The Council, EB and the Health Authorities.

4

Representative Group for Service Delivery

- The Representative Group will meet annually to review the Service Level Agreement to ensure that the agreement remains responsive to changing circumstances.
- The RG will meet termly to consider the priorities and performance of the Service.
- The Head of Service will report to the group on aspects of service activity.

5

Representative Group for Service Delivery

- The RG may review the composition of the group, invite others to contribute to their review of activity and co-opt people to advise on specific issues.
- The RG will act as a critical friend in all aspects of Service delivery in order to best guarantee the positive development of the service.

6

Mainstream Governing Bodies

School Governing Bodies are composed according to the law. Governors are elected or nominated according to the category they represent. Staff and parent governors are elected.

7

Mainstream Governing Bodies

Governing bodies can benefit from being able to draw on expertise and experience from outside their formal governor membership. The governing body can appoint associate members to serve on one or more governing body committees and attend full governing body meetings

8

Mainstream Governing Bodies

- *How can the interests of the ARC staff and the parents be represented on the Governing Body? Would the role of Associate member be suitable?*
- *How, when and by whom should the work of the ARC be reported to the Governing Body?*
- *Should the Governing Body contribute to the review of the Service Level Agreement?*

9

Roles and Responsibilities

- Curriculum and Pupil Support and Guidance
- Staffing and Communication
- Administration
- Finance

10

**Any questions, comments,
or further issues to
address?**

11

C – “FAQ”s (response to Thorn Park parents’ request)

Thorn Park School Public Consultation

7th January 2009

1

Background

- The decision was taken in 2005 to close Thorn Park school and Nab Wood DSP, and reduce the numbers at Gurlington from 30 to 20.
- It was agreed to establish new provision at Swain House Primary school and Hanson School for secondary age children.

2

What is the meeting for?

- You have received a letter telling about the proposals for new provision for deaf and hearing impaired children.
- The meeting is an opportunity to discuss the proposals and ask and answer questions

3

What is the proposal?

- ARCs (Additionally Resourced Centres)
- ARCs will be established at Gurlington and Swain House Primary schools and Hanson school for secondary age children.
- ARCs will be specialist provision integrated into the mainstream school. They will include specialist staff, specialist teaching areas and improved acoustic insulation.

4

Questions we have already been asked.

- 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?

5

Representative Group for Service Delivery

- Ask them now
- Ask them at school – Sabiqa Younus, or the Head Teacher
- Contact
 - Kay Bottomley 385679
 - Farah Hussain 385673

6