

TRAFFORD COUNCIL

Report to: Executive
Date: 26 July 2021
Report for: Decision
Report of: Deputy Leader of the Council and Corporate Director
Children's Services

Report Title

High Needs Capital Report

Summary

The Council has a statutory duty to secure sufficient school places that meet the needs of children and young people with special educational needs and disabilities (SEND). To support the achievement of this duty the Council has received an allocation of £1.677m High Needs Capital Provision for 2021/22.

This report provides an update on progress of existing projects to meet demand for SEND places as well as setting out the Council's approach to consultation and the proposals for the High Needs Capital Provision Grant. All proposals are at the budget estimate stage and will be met from within the grant allocation available.

Recommendations

That the Executive notes the approach to consultation and feedback received and agrees the proposals contained within this report as the detailed capital programme for 2021/22, specifically -

1. Agree to the allocation of High Needs Capital Provision to carry out work to improve the facilities and expand provision for pupils with special education needs and disabilities (SEND) detailed in Appendix 1: Proposed Capital Projects, High Needs (SEND) Capital Provision Programme, Table 1.
2. Note the completion of previous SEND Capital schemes in Appendix 2.

Contact person for access to background papers and further information:

Name: Sarah Butters - Head of Early Years, School Places and Access
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Background Papers: None

Relationship to Policy Framework/Corporate Priorities	Ensuring a fair start for all children and young people Supporting our residents when they need it most
Relationship to GM Policy or Strategy Framework	Not Applicable
Financial	The estimated capital cost of the schemes, now recommended for approval in Appendix 1, is £1.555m which can be financed by the High Needs Provision capital grant from the DfE.
Legal Implications:	Education Act 1996 sets out the statutory duty on local authorities to secure sufficient school places, which they must do with regard to securing special educational provision for pupils with SEND. Children and Families Act 2014 places a duty on local authorities to support children and young people with SEND, including keeping the sufficiency of educational provision under review.
Equality/Diversity Implications	Schools are subject to current legislation regarding Equality and Diversity
Sustainability Implications	School buildings are procured requiring successful contractors to meet required sustainability criteria
Carbon Reduction	Improving the quality of our School buildings helps to reduce energy and carbon consumption.
Resource Implications e.g. Staffing / ICT / Assets	School buildings are assets that need to be maintained
Risk Management Implications	Operational risk of buildings closing if capital maintenance works not undertaken and insufficient SEN school places
Health & Wellbeing Implications	The condition of School buildings affects the Health and Wellbeing of all staff and pupils.
Health and Safety Implications	All building work is subject to appropriate current Health and Safety/CDM regulations. Failure to respond to condition issues, which have health and safety implications, will find the Council in breach of the Health and Safety at Work Act.

1.0 Background

- 1.1 The Department for Education (DfE) has announced local authority funding to support the provision of new places for children and young people with special educational needs and disabilities (SEND) and those requiring alternative provision. This is collectively referred to as high needs provision.
- 1.2 Funding will be provided for financial year 2021-22 through a new grant called the High Needs Provision Capital Allocation (HNPCA). This follows on from the special provision funding that was received for the financial years 2018-19 to 2020-21. An update on how we spent previous funding can be found in Appendix 2.
- 1.3 There is £280 million in total which is being allocated to local authorities proportionally, based on their estimated share of future growth in the high needs pupil population.
- 1.4 Trafford Council's allocation of this funding is £1,676,744.
- 1.5 This funding is mainly intended to create new places and improve existing provision for children and young people with complex needs or who have an Education, Health and Care Plan (EHCP). However, it can also be used to support SEND pupils without an EHCP and pupils who require alternative provision without an EHCP, where a local authority considers this appropriate.

2.0 Strategic priorities

- 2.1 In Trafford, children with additional needs benefit from excellent mainstream and special school provision. We are aware however that we have very limited capacity to meet increasing demand for places in both primary and secondary settings in the future. We are committed to supporting our schools and settings within the borough to meet this increasing demand as we believe that local provision offers the best outcomes for the children and young people of Trafford.
- 2.2 Our understanding of the strategic priorities is informed by our SEND Joint Strategic Needs Assessment (JSNA), the SEND Action Plan 2019-22 and the knowledge that all places in Trafford special schools and small specialist classes are full for September 2021.
- 2.3 Our priorities are:

Priority	Type	Need	Key Stage
1	Primary mainstream Small specialist classes	Complex learning	KS1 and KS2
2	Primary special Social emotional mental health provision	Social emotional mental health / autism spectrum / social communication	KS1 and KS2
3	Secondary mainstream Small specialist class	Autism spectrum / social communication	KS3 and KS4

- 2.4 Trafford has a long standing model of small specialist classes (SSC) in primary schools to create opportunities for pupils with complex SEND to have their needs met within a mainstream school. There are currently 9 SSCs in our primary schools, each one has a specialism and caters for between 8 and 10 pupils with an EHC Plan. Staff are experienced and trained in the particular specialism of the class as well as in general special and additional needs. Pupils from the SSC often spend time in the bigger classes in the school when they show themselves able to cope with the social and educational demands of the mainstream class in particular areas of the curriculum. Pupils from the SSCs are fully integrated into the general life of the school.
- 2.5 Following a review in 2018, we understand how vital these classes are in supporting children with additional needs. All SSC places at primary schools in our area are currently at full capacity.
- 2.6 In 2018, the SSC model was rolled out to the secondary phase and a class was opened at Lostock High School. The design was influenced by parent and young people's comments and their voice continues to be key to making this provision work. The specialist team supporting this provision includes Educational Psychologist, Children and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy, Sensory Occupational Therapy, Autism/Social Communication Consultant.
- 2.7 In 2021, we completed a review of the secondary SSC provision. This provision has been extremely successful in meeting the needs of students with autism spectrum / social communication needs and has expanded from initially having 10 students placed on site in 2018 to 22 students by September 2021. This SSC offers young people with autism spectrum / social communication needs the flexibility of accessing a mainstream curriculum whilst providing them with additional support to overcome the environmental challenges a secondary school context can present.
- 2.8 The review detailed high quality teaching and learning experiences and was pleased to find that children are well supported and outcomes are good.
- 2.9 We do however recognise this provision can only meet the needs of a small number of children, it is situated in the north of the borough and is now full. To make sure we have sufficient places moving forward we have invited expressions of interest from another secondary school in the borough to replicate this model.

3.0 Proposals

- 3.1 We identified a number of proposed schemes linked to our strategic priorities. Some are at specific schools and some invited expressions of interest from Trafford schools:

Ref No	Type	School	Scheme
2021.1	Additional small specialist class	Firs Primary School Primary mainstream	Additional small specialist class required for 10 pupils across key stages 1 and 2 for pupils with a range of complex needs. Planned opening in September 2022.
2021.2	Additional class	Longford Park School Primary social	Additional capacity for 6 to 8 places to meet needs of primary age children who present with SEMH/autism

Ref No	Type	School	Scheme
		emotional mental health (SEMH) special school	spectrum/social communication needs and behaviour that challenges.
2021.3	Additional class	Pictor Academy Primary special school	Individualised learning space for children who require low stimulating environment and high adult support throughout the school day.
2021.4	Class Re-configuration	Delamere School Primary special school	Reconfiguration of nursery/early years classrooms to ensure a fit for purpose learning environment for additional numbers.
2021.5	Additional small specialist class	Expressions of interest invited from Trafford mainstream secondary schools	New small specialist class to meet autism spectrum / social communication needs in a mainstream secondary school for between 10 to 15 pupils per class. With additional support from Educational Psychology, Speech and Language Therapy, Occupational Therapy, Children and Adolescent Mental Health Service (CAMHS). Planned opening in September 2022
2021.6	Additional small specialist class	Expressions of interest invited from Trafford mainstream primary schools	New small specialist class required for 10 pupils across key stages 1 and 2 for pupils with a range of complex needs. Planned opening in September 2022

3.2 Discussions with leaders in special and mainstream schools have also highlighted a small number of condition issues and improvements needed to support the needs of an ever increasing school population.

3.3 With that in mind we also invited smaller bids from Trafford schools to improve outdoor areas and internal learning spaces so that children and young people's needs can be best met in an environment that is conducive to supporting positive personal, social, emotional, physical and academic outcomes.

4.0 Consultation

4.1 A public consultation was announced on 27 May 2021 inviting comments on these proposals and any additional ideas for how we should spend the High Needs Provision Capital Allocation (HNPCA) funding 2021-22. The consultation period ran until 18 June 2021.

4.2 The online survey on Citizen Space was circulated to early years providers, schools and colleges and they shared this with parents and carers within their communities. There were coordinated campaigns to promote the consultation across social media platforms via Trafford Communications, Trafford Family Information Service and Trafford SEND Information, Advice and Support Service (SENDIASS). Information was promoted on the Trafford Council website and on the Trafford Directory within

the SEND Local Offer. Paper forms were available on request for anyone without internet access.

- 4.3 A total of 28 responses were received, 18 from parents and carers and 10 from schools or settings. All 18 of the parents and carers agreed with our proposals. Of the schools and settings, 8 agreed with the proposals and 2 did not agree, outlining that they were supportive of school buildings being expanded as long as class sizes did not increase. All feedback received can be found in Appendix 3.
- 4.4 As our partner for strategic engagement of SEND parents and carers, Trafford Parent Forum hosted an online question and answer session on 16 June 2021 providing an opportunity for parents and carers to ask questions of Council Officers and share their ideas.
- 4.5 Some of the comments provided by parents and carers were about the support on offer generally in our area, rather than specifically about ideas for spending this capital funding. These comments will be responded to as part of the existing mechanism for providing feedback on our SEND Local Offer which is overseen by the SEND Communication and Engagement group.
- 4.6 Consultation feedback linked to capital projects was heavily focused on the need for further secondary SSC provision and we have identified Wellington School as a partner school for this.
- 4.7 No expression of interest was received from a primary school in the south locality, the only locality in Trafford without a primary SSC. However, the expansion of the small specialist class at Firs Primary School will provide some additional capacity.
- 4.8 Further, more detailed, consultation will be carried out with Headteachers and Governing Bodies of individual schools if the schemes contained within the report are agreed.
- 4.9 All proposals will subject to other statutory processes as required, including school organisation processes for making significant changes to provision and planning processes.

5.0 Financial Implications

- 5.1 The allocation of High Needs Provision Capital Allocation (HNPCA) is £1.677m. Grant allocations are based on projections of pupil numbers across both the primary and secondary sectors. Although this is not a ring-fenced grant it is a Council priority to ensure sufficient primary and secondary school places exist.
- 5.2 The projects proposed in this report are at the budget estimate stage and are yet to be fully costed, the estimated capital expenditure of £1.555m can be financed from the following funding streams;
 - High Needs Provision Capital Allocation (HNPCA) 2021-22

As detailed in Appendix 1: Proposed Capital Projects, Table 1

6.0 Legal Position

- 6.1 Section 42 of the Children and Families Act 2014 places a duty on the Council to secure special educational provision in accordance with a child's or young person's Education, Health and Care Plan.
- 6.2 The Council has a general duty under Section 2 of the Health and Safety at Work Act 1974 to provide a safe working environment and hence respond to condition issues, which have health and safety implications.

7.0 Recommendations

- 7.1 To approve and progress the schemes as detailed in Appendix 1: Proposed Capital Projects, Table 1.
- 7.2 To not progress with an additional Primary SSC (Section 3, Proposals, 2021.6) at this time.

8.0 Other Options

- 8.1 To progress with another Primary SSC which is not located in the south locality and reduce the funding available for the bidding round. This is not the preferred option as the bidding round schemes will have a further reach to improve facilities for more children and young people with SEND.
- 8.2 Do nothing.

9.0 Reasons for recommendation

- 9.1 To ensure compliance with the Council's statutory duties as highlighted in Section 6 - Legal Position.
- 9.2 To enhance facilities and expand the local offer of special educational provision in Trafford schools for children and young people with Education, Health and Care Plans.
- 9.3 To support Trafford's vision of Excellence in Education and ensure that pupils are able to thrive and achieve their educational outcomes through fit for purpose and high quality learning environments.

Key Decision Yes

If Key Decision, has 28-day notice been given? Yes

Finance Officer Clearance ...PC.....

Legal Officer ClearanceTR.....

CORPORATE DIRECTOR'S SIGNATURE (electronic)..... 

To confirm that the Financial and Legal Implications have been considered and the Executive Member has cleared the report.

Appendix 1 – Proposed Capital Projects

HIGH NEEDS (SEND) CAPITAL PROVISION PROGRAMME – TABLE 1		£m
Total Allocation		1.677
School	Work	Estimated Cost £m
Firs Primary School	Additional Small Specialist Class	0.400
Longford Park School	Additional classroom space for 6-8 pupils	0.350
Pictor Academy	Individualised learning space for children who require low stimulating environment and high adult support throughout the school day	0.015
Delamere School	Reconfiguration of nursery/early years classrooms	0.040
Wellington School	EOI - Additional Small Specialist Class	0.350
Various	Bidding round - to develop outdoor learning areas, sensory areas, communal learning spaces, making learning areas more accessible.	0.400
		£m
Total Cost of schemes to be approved		1.555
Total Allocation Available		1.677
Balance still to allocate		0.122

Appendix 2 – Update on Previous SEND Capital Projects

2018 schemes

Ref No	School	Scheme	Update
2018.1	Secondary	New Autism Spectrum Condition Class (ASC) in two mainstream secondary schools for between 10 to 15 pupils per class with additional support from Educational Psychology, Speech and Language Therapy, Occupational Therapy and Healthy Young Minds	Provision opened at Lostock College in September 2018
2018.2	Egerton School	Provide a nurture class and outdoor area for year 7 and 8 pupils to aid their transition	Provision opened in September 2018
2018.3	Delamere School	Provision of toilets to support the needs of ambulant pupils as the geographical primary special school model takes effect	Works completed over Summer 2018
2018.4	Pictor Academy	Provision of hoists in both KS1 and KS2 to support the needs of non-ambulant pupils as the geographical primary special school model takes effect	Works completed to KS1 area in 2018 Works completed to KS2 area in 2019
2018.5	Moorlands Junior	Improvements to existing small specialist class to support social communication in designation	Works completed over Summer / Autumn 2018
2018.6	Delamere School	Refurbishment/enlargement of hydrotherapy pool to meet the needs of all pupils at the School	New larger pool completed Jan 2021

2018 bidding round

Ref No	Provision	Scheme	Funding request	Status
Bid 1	Wellfield Junior School	Creation of small lobby area, this can be used as quiet area to work along with improving the security of the Small Specialist Class.	£5,000	Successful
Bid 2	Broomwood Primary School	Creation of a multi-sensory area within the pre-school	£10,000	Successful
Bid 3	Longford Park School	Creation of a multi-use games area	£130,000-160,000	Partly Successful £80,000 awarded
Bid 4	Longford Park	Building adaptations	£75,000	Partly

	School	(£15,000) and extension (£60,000)		Successful £15,000 awarded
Bid 5	Gorse Hill Studios	Improvements to access and music provision	£50,000	Unsuccessful Revised bid received Feb 2019 was successful

2019 schemes

Ref No	School	Scheme	Update
2019.1	EXPRESSION OF INTERESTS REQUIRED Secondary School Planned opening in September 2020	New Autism Spectrum Condition Class (ASC) in a further mainstream secondary school for between 10 to 15 pupils per class with additional support from Educational Psychology, Speech and Language Therapy, Occupational Therapy and Healthy Young Minds	Expansion to provision at Lostock College. Works to be completed over Summer 2021
2019.2	Egerton School	Increase provision from 56 to 65 places by Sept 2020 Provision of mobile accommodation to support increase in pupil numbers. The additional accommodation will allow School to develop a fitness suite and further therapy suite.	Works completed Summer 2020
2019.3	Manor Academy	Increase provision by 25 places, including a change in the sixth form age range to include a 3 rd year (age 16-19) Redevelopment of existing Sale West Development Centre into 4 classrooms to allow multi-use of this area and support increase in pupil numbers and age range	Works completed November 2019

Appendix 3 – Consultation Comments (transcribed from online survey)

Parent Carer 1
Comments on our proposals Poor choices of provision in Trafford for academic ASC. This also applies at post 16.
Other ideas or feedback Post 16 options.
Parent Carer 2
Other ideas or feedback More SSCs in the south of Trafford for Primary.
Parent Carer 3
Other ideas or feedback I have 2 autistic children. Eldest is at lostock hub. This provision is excellent but we were saddened there was nothing suitable based in the grammar schools as he is very gifted and therefore missing out on the extra opportunities offered at these schools for high achieving children. We are also concerned there is no sixth form at lostock so worried as to where he will be able to access at this stage. Our youngest child is at Pictor but is also very academically able, whilst needing very high levels of support to help meet his more PDA needs. We don't feel there is a school in trafford designed to meet his needs. An able child with very high support needs (most definitely not mainstream). He is currently only attending less than 3 hours a day because his class could not meet his needs since the pandemic. He needs higher staff ratio, smaller class, more individual provision to meet the needs of his own agenda. He is struggling to have his needs met at Pictor and there is nothing in Trafford more suitable. He is yr 3 so we are also worried ahead to secondary and none of the trafford schools are designed to meet his needs. No where near mainstream but way too academically able for the specialist provision but also at the same time needs more support and smaller classes than the current specialist provision. Trafford should invest in specialist provision such as those found in other counties that cater for academically able pupils with autism (no learning difficulties) but that have complex support needs/PDA/own agenda.
Parent Carer 4
Comments on our proposals Schools such as Flixton girls school need additional services for ASD kids.
Other ideas or feedback Mainstream high schools
Parent Carer 5
Comments on our proposals Some children are able stuck between mainstream and specialist but there isn't a provision setting to support these children. Some are able to access mainstream but need adjustments to support their needs.
Other ideas or feedback Greater capacity for secondary school provision. Our own Inscape style provision within Trafford. Not every child can manage a 40 minute journey to school. More training for mainstream teaching/support/SENCO staff. TA's who are highly qualified and SEN aware in mainstream schools.
Parent Carer 6
Comments on our proposals Secondary provision desperately needs improvement
Other ideas or feedback Secondary provision for asc - the existing provision in mainstream is not fit for children.
Parent Carer 7
Other ideas or feedback 1>It would make a big difference to put an accessible funding towards pre-school age group care settings who are starting the assessment/application process for a child to further support the setting to support the child and family rather than feel pressured into offering so much extra to one child with no additional funding. 2>Offering more support on diagnosis to families and settings. 3> Improvements to key transitional stages to provide friendship support courses to children at each individual school and to help a smoother transition. 4> Providing clear options for post 16 sign posting to parents clearly and supporting parents and young adults to explore their options.

Parent Carer 8

Comments on our proposals

My son has been attending a small specialist primary class in Trafford. It has taken 6yrs to receive this specialist care which is essential for my son. The issue is there isn't this same level of care for him in a secondary school environment which I find is very disappointing, I also feel that this means my son will not have the adequate support he needs to support his well being and care as a whole in secondary school even with a full care and support plan in place this was never enough in a larger class size. To go from a small specialist setting in primary to then such a huge change for secondary school, when we have only just begun to improve his self esteem from full support in a main stream environment is a huge concern.

My son is lost in a class size of 10 plus.. He becomes a school refuser.. To travel also to a school outside of the area causes him to refuse school due to the long travel times which extended his school day dramatically.

I am very concerned and feel very unsupported to find there is not a small specialist class in Altrincham it is essential that we move forward to make this happen & create the environment which should already be available to children with special needs in Altrincham .

SEN children need to be supported in the correct environment with the small specialist classes which are essential for the children to thrive and to stop them becoming school refusers.

I am very disappointed & concerned that we don't already have the correct educational settings available for our children in place. This is hugely lacking in the Altrincham area. To have a child finally receive the nurturing support and specialist care they need in primary, most only just receiving this finally in their last years of primary.

It is essential that we continue to be able to support them in a the same nurturing environment and small class size with the level of specialist care.. the only option so far is travelling all the way to Trafford, and with this being the only option for the whole of Trafford this is one over subscribed and too far..

I would like my email/survey response to be included in the recent application for a SSC class to be put in place for another school in Trafford Altrincham.

Other ideas or feedback

A small specialist class added to local high school please

Parent Carer 9

Comments on our proposals

My son has an ASC diagnosis and has struggled in mainstream provision. We have had to fight to get him into Longford Park and his mental health and well-being have been hugely impacted by his needs not being met. Early diagnosis is also an issue as most mainstream schools have an SEN policy which kicks in in Year 2, with a 2 year waiting list for the ND Pathway in Trafford children are in year 4 before they get diagnosis and in this time their needs are not being met. The system needs a full review so that education and health compliment each other and support children better. The education places will help, but it's dealing with the fall out of long waiting times and inadequate services to support early diagnosis in some areas particularly ASC

Other ideas or feedback

Education isn't just about the curriculum. Children with ASC need after school and holiday provision which can meet their needs and support them to develop the skills they need to be successful in all areas of their life. Wrap around care is often not accessible for SEN children and they miss out on cultural enrichment activities as well as additional opportunities to develop and nurture friends, which can take longer for children with SEMH needs.

Parent Carer 10

Comments on our proposals

Support within existing mainstream secondary education within the borough is limited and varies significantly between schools. Most SENCo staff are carrying out the role in addition to teaching a full curriculum.

Other ideas or feedback

Independent travel training is vital for SEN children transferring from primary to secondary school. For some children, the safety awareness and support this training provides is more cost effective long term than the provision of transport.

Parent Carer 11

Comments on our proposals

CYP with SEN should have access to mainstream school but the right support needs to be in place for their needs. There needs to be the right culture in the school to accept all students with diverse needs

and staff need to be appropriately trained so the students needs are met.

Other ideas or feedback

Staff training to understand diverse needs.

Investment in developing the social skills and confidence in CYP with SEN- to help prepare them for the future and open their eyes to possibilities.

Parent Carer 12

Comments on our proposals

There not a lot proposed for secondary schools and what there is is focused on autism. Where is the support for children with other learning disabilities eg Down syndrome who have been turned down from mainstream schools as they say can't meet need and special schools like Manor Academy which is full?

Other ideas or feedback

See my previous comment. A pathway for children with Down syndrome for whom Brentwood is not a suitable setting. Increased capacity at Manor Academy and increased support in mainstream schools. Everything always seems to be about children with autism and children with Down syndrome are never mentioned in proposals specifically despite making up a significant proportion of children with learning disabilities.

Parent Carer 13

Comments on our proposals

Choice is key, we had a very stressful situation when our school of choice didn't have funding for a place for our son. I had to appeal the decision, the wait was very stressful as none of the other provisions available to us were suitable for his needs. Luckily we were granted a place at our chosen school after appeal but I do worry that other parent /carers in our position might not have been able to fight for a place. It shouldn't have to be a battle to have the funding for our children to be happy, settled and safe in school.

Other ideas or feedback

More support for parents through the school transition phase.

Better choice - we were very limited for options as a mainstream setting was not suitable.

More funding for early years speech and language, this area is so key for a child's development yet so poorly funded in Trafford. Very limited resource which meant the staff had hardly any availability for my child. I was able to attend courses etc to help support my child and develop skills but access to bi weekly / monthly session a with a trained speech therapist would have been so beneficial. The group sessions that Trafford were running didn't help at all to be honest, too much distraction for any child with attention & behavioural challenges.

Parent Carer 14

Comments on our proposals

Priority 3 really applies to me. My son is currently in year 4 at a special school. He has autism. Looking ahead to secondary schools there are hardly any small specialist provision classes within mainstream schools. Where there are these classes the availability of these are very limited. I feel really strongly that a lot more of these smaller classes within mainstream are available.

Other ideas or feedback

A lot more funding needs to be given to mainstream schools in order for them to accommodate SEND pupils in smaller classes, with specialist support.

Parent Carer 15

Comments on our proposals

My daughter is in a mainstream secondary school (yr7) she is really struggling. I feel her needs or not being met at the mainstream school. I am currently looking again at provision - I feel specialist school isn't right for her either. I would love to have the option on a SSC for specific learning difficulties in a small learning environment.

Other ideas or feedback

Mainstream school to have a small learning environment/ SSC.

Parent Carer 16

Comments on our proposals

Our experience of the Trafford education system at primary level has been incredibly positive. I have seen the huge difference the correct educational setting can make to a child with additional needs. I can only speak from my experience of Wellfield small specialist class but this model has given our son the opportunity to be happy, learn and develop his social skills. The specialist skills of the teaching staff have made such a difference to his and our lives.

At secondary our options feel more limited. Our only option for an SSC would appear to be Lostock where there are a very limited number of places, considering all the children with ASC in Trafford schools. For us it would mean a huge amount of travel for our son every day and no local school friends, something which is very worrying for any child never mind one with autism. Other options would possibly be North Cestrian, Sale High School, Altrincham College of Arts, Wellington or Ashton on Mersey which all have very good reputations for their SEN provision however none of these schools have a specific class for children with social communication needs.

As both a parent and a teacher, I have experienced the difference the right placement can make to our autistic children. It would really help the Trafford offering if we could extend our offering accommodate more specialist provision/ SSC's in South Trafford as suggested in your proposals.

Other ideas or feedback

Having recently visited North Cestrian I thought the model they were currently using of a small class for the weakest 15 children in Year 7 was a very good idea. They are taught by a primary school teacher for the first year (for core subjects) and they go out into the school for specialist subjects. Not all schools can have a specialist class but this seems a very good in between not just for autistic children but for all children with send.

That first year in secondary school is so important and can often set the tone of the next four -six years. Could Trafford find funding for something like this in all secondary schools. In my opinion this form of inclusion is so much preferable to a child starting a large class in year 7 with additional TA support. This gives them the opportunity to form the social relationships so important to all children and gain in confidence in their first year at school.

Could Trafford find additional funding and lead a pathfinder project to improve transition of students into secondary education at the same time supporting our SEND children. These classes could then be mentored by the specialists in the SSC hubs in the north and (hopefully) south of the borough. Although the SSC's are for autism the speech and language, education psychologist and OT input could be so valuable to all schools.

Parent Carer 17

Other ideas or feedback

As a local resident in Davyhulme i am aware of small park in the Bent Lanes area. This 'hidden gem' has not been utilised for the children of the local area for around 20 years. Other local parks have received funding in recent years and are regularly maintained. As a parent of 4, one of whom is disabled, i am not aware of any park that is fully accessible and inclusive for all children. For example this isn't really anywhere i can take my children where they can all play together. Children should be able to play alongside their siblings and friends where they can begin to make meaningful relationships through play. All SEND children including those with sensory needs would be included. I am not aware of any park catering for children's accessibility and sensory needs that is fully inclusive. It would help children grow up with a better understanding of each others similarities and differences which they should be proud of. It would also help families meet other families creating informal support networks. There is a lack of outdoor recreational facilities that are fully accessible, inclusive and free in Trafford creating a barrier when taking a child with SEND to the park.

The local residents are already in the process of trying to get funding to make something of this wasted space therefore i think this is perfect timing to use this grant money.

Parent Carer 18

Comments on our proposals

All children that need support should be able to get it without fighting for a space, as more disabilities etc get diagnosed provision needs to increase

Other ideas or feedback

More affordable holiday clubs, more high functioning autism settings do they can thrive.

School or Setting 19

Other ideas or feedback

More money invested to help schools to meet the needs of children who do not have an EHCP, to reduce the number of children needing an EHCP. This will save money for Trafford to allow them to continue to allocate this funding to schools and so on in a cyclical fashion.

More TAs in schools would also help with this.

School or Setting 20

Comments on our proposals

I am providing feedback specifically in respect of the proposal for Delamere School.

This proposal will vastly improve our provision for Early Years pupils. The current configuration is unsuitable for the groups of pupils currently within this department. The proposal will provide a more fit

for purpose use of the space and facilitate a more suitable provision for these pupils.

School or Setting 21

Comments on our proposals

I know all too well about the increasing demand for special school places over the last few years. We have had to start using previously unused spaces in school which are unfit for purpose and do not meet appropriate standards for children.

The proposed re-configuration of the Early Years space at Delamere will allow us to meet demand but in a way that provides everything that children need with the appropriate space, resources and facilities around them.

Other ideas or feedback

The unused science block at Wellacre Academy could be transformed into additional space for Delamere but also a SEND training hub.

School or Setting 22

Comments on our proposals

Yes, it is important that parents continue to have a range of choices for their child not just the settings with places. Could a SSC be considered in a faith school?

Other ideas or feedback

Additional settings will give parents a choice so that they don't need to make their choice on the settings that have spaces that may not meet their needs.

Choices for children/ parents of faith may be a factor when choosing settings. Had the authority considered a small specialist class in a faith school?

There are very few specialist SEND schools that provide wrap care, particularly secondary schools. This disadvantages parents of the most vulnerable children in society from accessing employment in some cases and providing for their family.

School or Setting 23

Comments on our proposals

There is a recognised growing need for appropriate school places to support those children where a full mainstream class would not be suitable to meet the child's needs in an educational setting.

Other ideas or feedback

I fully support the proposals provided.

School or Setting 24

Comments on our proposals

Delamere is an outstanding school and being able to provide more places to children within the catchment is vital to the children and families who attend school or may need our provision in the future

Other ideas or feedback

Refurbishment of the EYFS unit to provide a more suitable space for the children

School or Setting 25

Other ideas or feedback

EYFS provision

School or Setting 26

Comments on our proposals

The EYFS provision at Delamere is in need of expansion. The school is already full and needs future proofing in order to meet the increasing demand. The prevalence of children with SCD in early years has been steadily increasing over time in addition to this there is planned new build of residential homes in the area.

School or Setting 27

Stated they disagree with the proposals

Other ideas or feedback

I think it is fine to expand buildings as long as class sizes do not increase. As this will be detrimental to the children.

School or Setting 28

Stated they disagree with the proposals

Already class size has a profound effect on teaching effectively. More classrooms a teaching teams in my branch of SEN is my hope

Other ideas or feedback

Expansion of school buildings to create more classrooms isn't desire