

Consultation on proposals for the establishment of new school places in Kingston and Richmond – Achieving for Children’s response to respondents’ comments

1. The survey

1.1 An online survey, on the [Achieving for Children Local Offer website](#), was open from Friday 2 March 2018 to Friday 30 March. It asked parents whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed or strongly disagreed with four statements:

- 1) Additional specialist places are needed in Richmond borough for children and young people with EHCPs;
- 2) More local provision helps children and young people with EHCPs to play a more active role in their home communities;
- 3) Additional places should be created in specialist resource provisions in local mainstream schools; and
- 4) I am in general agreement with the proposals.

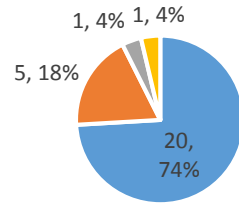
1.2 The survey also included a free-text box in which respondents could make comments, both general and specific.

1.3 28 Kingston Borough residents and 42 Richmond Borough residents completed the survey. All 70 responded to the four statements, but only 43 made comments in the free-text box.

1.4 Types of respondents and their responses to the statements are shown in the following pie-charts:

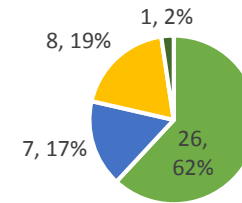
Types of respondents

RB Kingston Survey Respondents



- Parent/ carer/ advocate for a parent of a Kingston resident child or young person who has an Education, Health and Care Plan (EHCP)
- Parent/ carer of a Kingston resident child or young person who has Special Educational Needs, but does not have an EHCP
- Professional working in a local school
- Other

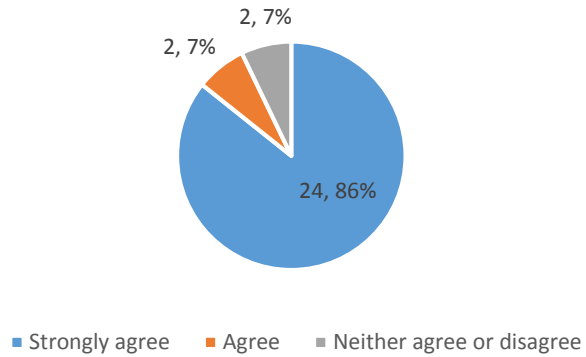
LB Richmond Survey Respondents



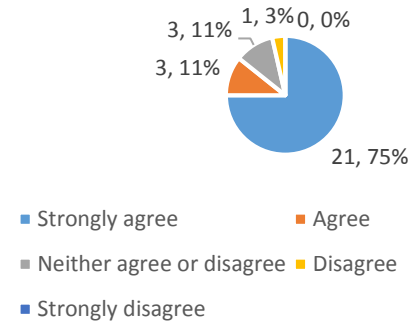
- Parent/ carer of a Richmond resident child or young person who has an Education, Health and Care Plan (EHCP)
- Parent/ carer of a Richmond resident child or young person who has Special Educational Needs, but does not have an EHCP
- Professional working in a local school
- Other

Responses: Kingston

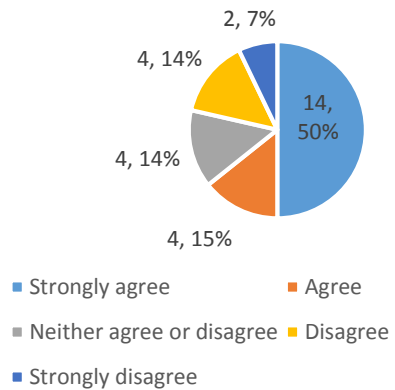
Additional specialist places are needed in Kingston borough for children and young people with EHCPs



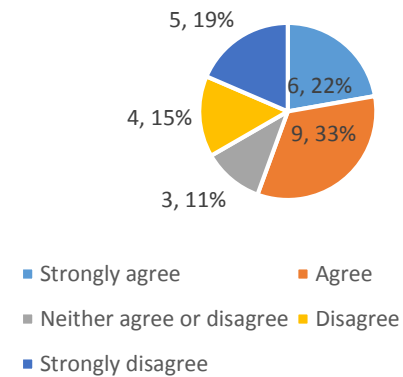
More local provision helps children and young people with EHCPs to play a more active role in their home communities



Additional places should be created in specialist resource provisions in local mainstream schools

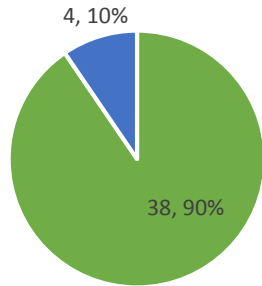


I am in general agreement with the proposals in this document



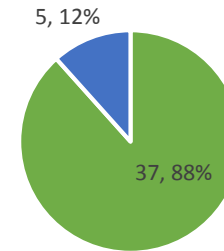
Responses: Richmond

Additional specialist places are needed in Richmond borough for children and young people with EHCPs



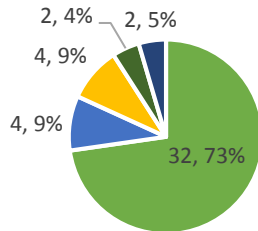
■ Strongly agree ■ Agree

More local provision helps children and young people with EHCPs to play a more active role in their home communities



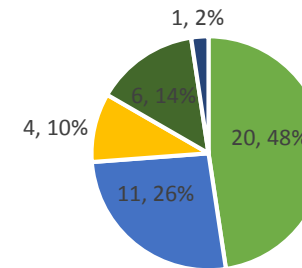
■ Strongly agree ■ Agree

Additional places should be created in specialist resource provisions in local mainstream schools



■ Strongly agree ■ Agree
 ■ Neither agree or disagree ■ Disagree
 ■ Strongly disagree

I am in general agreement with the proposals in this document



■ Strongly agree ■ Agree ■ Neither agree or disagree
 ■ Disagree ■ Strongly disagree

2. The comments made by participants in the survey

2.1 Kingston residents

Respondent	Comments	Achieving for Children response (where appropriate)
Parent/ carer of a Kingston C or YP with an EHCP	There are many mums like me driving miles out of borough every day because we want an ABA education. You need to ignore the myths as it really is a good method of teaching not 'normalising' or a 'short term fix'. Please bring professional ABA in borough, as you are spending so much on ABA OOB.	We are working with an external special school which uses ABA to explore the possibility of a satellite site being provided within Richmond Borough. In addition, AfC is working to produce a local behavioural analysis model which we will adopt. A working party is taking this forward.
Parent/ carer of a Kingston C or YP with an EHCP	Important to have provision of evidence-based interventions like ABA.	
Parent/ carer of a Kingston C or YP with an EHCP	It is not clear how you have assessed the need for this provision – or rather, why you have selected this kind of provision over others. There are other pockets of significant SEND expenditure (including transport) e.g. ABA that could be better spent if the provision was available locally. The money being spent on OOB means that local provision never develops the expertise required for complex kids. It means there is no (or very little) legacy of expertise or good practice being built up. Forest Bridge in Windsor & Maidenhead, an AFC school now, has been a huge success. Again, I would ask - why have you decided to focus on the kind of provision being suggested at the exclusion of others? Without seeing the mapping of need (which commissioning requires) then it is hard to know how to support these proposals. Which doesn't mean I disagree with them.	The mapping of need was outlined in last year's AfC review of SEND provision in Kingston and Richmond boroughs .

<p>Parent/ carer of a Kingston C or YP with an EHCP</p>	<p>We want to see more specialist provision - ABA for children with autism; - proper trained dyslexia professional teachers with specialist qualifications e.g. Helen Arkell centre NVQs - more SaLTs and OTs so children get proper therapies</p> <p>Our SEN children are not well served by the non-specific and non-specialist provisions that AfC are famous for. This is costing society as a whole as kids don't get the support to achieve and end up with few qualifications and unable to contribute to society forever more. AfC's proposals are a sell-out of these kids and their rights.</p>	<p>As above.</p> <p>We are working with schools to ensure that for each SRP, whether new or established, the designations of need is clear and easily understood for all parties, and that the service level agreement reflects that and clearly sets out mutual expectations which will be regularly reviewed.</p>
<p>Parent/ carer of a Kingston C or YP with an EHCP</p>	<p>Not all SRPs are equal. There is very little evidence base of them in terms of outcomes for children with SEND in units or resource provisions. If they are based on the fundamental principles of ABA and though other demonstrable evidence-based practice. Why not provide SRPs with Advisory Services from the LA for free, that they do not have to pay for using some of the savings from out of borough provision reduction?</p>	<p>As the SRPs have different designations and are based in schools of differing sizes and circumstances, they are inevitably – and appropriately – varied.</p> <p>AfC will continue to support SRPs through its advisory service.</p>
<p>Parent/ carer of a Kingston C or YP with an EHCP</p>	<p>Special provisions in mainstream is highly needed.</p>	<p>We agree.</p>
<p>Parent/ carer of a Kingston C or YP with an EHCP</p>	<p>The increase in mainstream specialist provisions is hugely welcome. I am concerned that there is not more being done at secondary level for children with moderate learning difficulties for whom mainstream education (with specialist provision) can be entirely appropriate and significantly enhance life prospects.</p>	<p>Clarendon and St Philip's special schools have both expanded to provide additional MLD places. For those children with MLD in mainstream secondary schools, we aim to ensure outreach support from Clarendon and St Philip's.</p>
<p>Parent/ carer of a Kingston C or YP with an EHCP</p>	<p>For me (and my SEN child) it's not so much about a school being LOCAL. I would quite happily travel wherever as long as I knew that the school I would take my child to is the</p>	<p>We recognise that not all parents/carers include proximity among the key criteria for deciding which school is right for their child, but many do.</p>

	RIGHT school for my child. Please stop wasting money on SEN provisions that have not been thought through properly. An SEN child needs to go to a school that is right for them, that means it isn't always a local school. Stop wasting money on unnecessary SEN tribunals and start listening to parents and professionals!	
Parent/ carer of a Kingston C or YP without an EHCP	Need to consider the combination between "additional complex needs" alongside ASD. It's still too vague. Are you really going to provide the individualized approach? Could you have a class with children with sensory difficulties alongside ADHD that really works?	We have been working to improve the definitions of designations, so that when we publish our final list of new and expanded SRPs, the designations will be clear and easily understood. But within each SRP, we will work with the school concerned to ensure that there is sufficient differentiation to provide a truly individualised approach.
Parent/ carer of a Kingston C or YP without an EHCP	Like many girls with Autism my daughter was very late getting a diagnosis. This means there has been insufficient time to get an EHCP in place before she is about to leave FE. There must be provision for children who are in this situation	We are working hard to improve our processes to avoid situations like this.
Advocate for parent of a child with an EHCP	I believe there are longstanding, significant safeguarding issues that should prevent expansion of the SEND provision at Latchmere School. [Further comments redacted.]	A review of the SRP at Latchmere is being carried out and the issues raised will be considered as part of the review and a full report will be shared with the school and used to inform the final decision. Referrals to the SPA have also been investigated.
Parent/ carer of a Kingston C or YP without an EHCP	[Personal comments referring to the SRP at Latchmere School redacted.]	
Parent/ carer of a Kingston C or YP with an EHCP	[Personal comments referring to the SRP at Latchmere School redacted.]	
Run Fastminds (ADHD group) in Kingston and parent/carers	In relation to Latchmere School and having had multiple parents recounting disturbing stories of abusive treatment regarding their SEN children while attending this school, I feel the need to highlight issues around Safeguarding. There is a strong feeling from parents that this school is not suitable for SEN children and that best practice is not being	

	implemented which has led to children and parents being traumatised.	
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2.2 Richmond residents

Respondent	Comments	Achieving for Children response (where appropriate)
Parent of child with EHCP, SEND Governor & Disabled Children's Charity Trustee	This plan is a short-term fix only for the 2018/19 academic year.	That is not the case: many of the proposals will not be implemented until September 2019 (or 2020), but each of them will be a permanent provision.
Parent/ carer of a Richmond C or YP with an EHCP	Not only within mainstream provisions. There is a severe lack of placements for children with ASD. Units attached to schools no one wishes to attend (Heathfields!!). No specialist provision from 11 plus if your child is cognitively able. Only one ABA provision in the borough is ludicrous when so many parents are shouting for it. At 11 plus there is Clarendon/ Strathmore or a unit within a struggling mainstream secondary!! Who wants those options!! Disgusting the ABA free school got knocked back when there is a clear need for those children in Richmond who don't want babysitting but actually deserve an education.	The SRP at Heathfield is full and very popular. As above, the possibility of creating ABA provision in the borough is being explored alongside a behavioural analysis local offer. AfC and the Council are not opposed to ABA provision, but feel that there are other, more pressing gaps which a new school could support, such as for children and young people with SEMH.
Parent/ carer of a Richmond C or YP with an EHCP	Additional provision in mainstream schools can present challenges for students with SEN unless they are fully integrated in the school. If they feel like a separate group, they may as well be in special provision elsewhere, so that the staff can focus on their needs. Ideally all mainstream schools should be attachment-friendly and ASD-friendly, which would benefit all students not just those with SEN.	Integration into mainstream will be determined by consideration of each individual child's circumstances. We agree. Each school has an ASD checklist, is encouraged to have an Autism Champion and will be invited to participate in an Inclusion Day event in July at which a common definition of inclusion will be defined and discussed. We are also developing an outreach programme from special schools and

		SRPs so that school staff generally are better able to educate and support students with ASD. Re attachment AfC is coordinating training with SENCos and headteachers. In addition the Virtual School has expertise.
Parent/ carer of a Richmond C or YP with an EHCP	There is no provision for children with visual impairment. There is nothing in this document about how these additional places will affect children currently in mainstream provision with LSAs.	There are insufficient numbers of visually impaired children and young people to justify bespoke SRPs for them. We will continue to provide every support for those in mainstream schools. Our support service for VI pupils is highly regarded.
Parent/ carer of a Richmond C or YP with an EHCP	Inclusion, Inclusion, Inclusion . . .	We agree and are working with schools to improve inclusive practice, as an essential part of their overall constant improvement.
Parent/ carer of a Richmond C or YP with an EHCP	I am still concerned that Autism is driving all changes. I am also concerned that my daughter's future will involve a long bus ride to get to school and won't enjoy the local community support (and clubs/after school socials) that my son enjoys in mainstream school.	Although provision for ASD is a key concern, it is not the only need being met within the proposals
Parent/ carer of a Richmond C or YP with an EHCP	I agree that additional places are needed. But I would also like to emphasise that the quality of existing provisions be improved drastically. Most provisions use outdated approaches, concentrate less on development and emphasis more on wellbeing. This results in children wasting their time.	We believe that the overall quality of existing SRPs is good, but that schools should be supported to make improvements where necessary. All SRPs are regularly reviewed by school improvement 'experts' and where necessary are given support to improve.
Parent/ carer of a Richmond C or YP with an EHCP	Our son has Downs Syndrome and is in mainstream - this means that he can learn to his full potential. He does need 1:1 support but to be in a special school would mean that he would be excluded from typical society. This would potentially then be embedded and it is likely that he would continue to be excluded from society and not gain independence. Our son's peers in mainstream also learn a lot from him in many ways.	Where children with Down's have MLD, we have SRP provision suitable at Darell Primary and Tolworth Infant and Junior. Many children with Down's are educated in the

Parent/ carer of a Richmond C or YP with an EHCP	My daughter has Down's Syndrome. Without a place in a mainstream school where she has an EHCP we strongly that she would have underachieved. It has also been vital for her to attend the same school as her own sister.	mainstream schools currently. Clarendon and St Philip's special schools have both expanded to provide additional MLD places.
Parent/ carer of a Richmond C or YP with an EHCP	The proposals seem to be primarily focused on ASD, what about other needs? For example, Down Syndrome? Additional places are welcome, but we need to be providing support and places for a wider group of children.	For those children with MLD in mainstream primary and secondary schools, we aim to ensure outreach support from Clarendon and St Philip's.
Parent/ carer of a Richmond C or YP with an EHCP	I think better provision is required in general, both in mainstream and specialist settings. However, having read the proposals, I am very concerned that the focus appears to be on ASD. I can't see any improvements in the provision for children like my son who has Down Syndrome and a moderate learning difficulty?	
Parent/ carer of a Richmond C or YP with an EHCP	I find it disheartening that my only child was not supported well enough through her mainstream setting. So much so the teachers & LSAs were scared of my daughter, a then 5yr old with complex needs. However she is now flourishing in her new environment thanks to the level of understanding of a child with complex needs. I also found that primary schools are scarce where we live with SN provisions, so had to make a choice out of the two. I wanted to bring my child up in her community where she knows and will probably stay for the rest of her life.	We are sorry that this parent's experience has been less than good. We agree that supporting children and young people in their home area is, in most cases, the best course of action, which is why we are proposing to increase the number of SRP places and the amount of outreach into schools without SRPs.
Parent/ carer of a Richmond C or YP with an EHCP	We need a dedicated ABA school to cater for children at the lower end of the spectrum.	We are working with an external special school which uses ABA to explore the possibility of a satellite site being provided within Richmond Borough. In addition, AfC is working to produce a local behavioural analysis model which we will adopt. A working party is taking this forward. AfC is also currently exploring the use of the SCERTS model in order to support children and young people with ASD across a variety of settings; home, school and community. SCERTS is a

		research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and young people with ASD and related disabilities, and their families. SCERTS focuses on developing competence in Social Communication, Emotional Regulation and Transactional Support. AfC's Educational Psychology Service is in the process of drawing up an action plan to think about the most meaningful implementation approach.
Parent/ carer of a Richmond C or YP with an EHCP	Barnes Primary is not a suitable setting for a special needs provision. There are many factual accounts of measures the headteacher has taken to intentionally not be inclusive. It is deeply concerning that this school be considered given their reputation of exclusion and bullying parents of children that have or sought to have their children placed within this setting.	We disagree. The school has been very proactive in researching best practice in SRPs, both within and outside the borough, and in training staff; and is absolutely committed to making their proposed SREP the best it can be, so that children placed there will be supported to access mainstream lessons wherever possible.
Parent/ carer of a Richmond C or YP with an EHCP	There appears to be good plans for extra provision at primary age, but secondary school options still appear very limited.	The scale of expansions of mainstream schools in Richmond Borough in the last 10 to 15 years has been much greater than in Kingston, and sixth forms were added to secondary schools in Richmond from 2014 onwards, so on average there is much less space available within Richmond schools and therefore fewer possibilities for the creation or expansion of specialist resource provisions.
Parent/ carer of a Richmond C or YP with an EHCP	There are not enough places for Richmond in these proposals. Kingston is much better served. In particular more support for children with SEMH issues at secondary and also there seems to be a gap for children who have MLD but no ASD, who need a differentiated curriculum but would benefit from proximity and some integration in a mainstream setting, as there is research that indicates that children with MLD do much better in mainstream.. Perhaps this could be looked at for future proposals.	
Parent/ carer of a Richmond C or YP with an EHCP	All mainstream nursery, primary and secondary schools should be able to accommodate children with additional and special, as outlined in the consultation. I am disappointed that my son's school, St Richards, Ashburnham Road, Ham, was not thought or included in the	We broadly agree with this respondent's comments, but in relation to St Richard's, one of the criteria we used for evaluating expressions of interest was that SRPs should not be established in one-form entry schools as they are, generally, deemed to have less capacity than larger schools

	consultation. They set up a provision/unit to support the 5 boys with similar needs entering the mainstream school. It has been incredibly successful, but will no longer run from Sept 2019 due to cuts. It was an example of how to support children with additional needs to assess and learn with in the mainstream setting whilst addressing and supporting their needs. The proposals are a great start, but more needs to be done and can be done. The current rate of diagnosis far out strips the appropriate amount	to manage an SRP of the best quality. In response to one year group of children with exceptional needs we have supported bespoke provision at St Richard's and funding has not been cut, but the model reviewed annually. Children will continue to receive specialist support as identified in their EHCPs
Parent/ carer of a Richmond C or YP with an EHCP	My son has to travel out of borough as there is no suitable school for him. My daughter is at a SEN school as there is not enough mainstream provision.	Our proposals are designed to increase choice for parents within the two boroughs.
Parent/ carer of a Richmond C or YP with an EHCP	The main concern I have is not with the apparent level of spaces but with the wholly inadequate level of both assessment of need and provision of funding. I struggle to think of a single child with additional needs who is receiving adequate provision and whose parents have had a positive experience of receiving the support their child needs and who haven't had to chase and fight every step of the way to try and get the provision they are legally entitled to. And even when a provision is in a statement or an EHCP we all see the borough regularly fail to meet the stated need and honour their obligations.	We know that some parents/carers have had a different, more positive experience than this respondent, but we acknowledge that some parents/carers' experience has not been positive. We are not complacent in regard to these issues and are constantly working to improve our assessment processes so that children receive the level of additional support appropriate for their needs.
Parent/ carer of a Richmond resident C or YP without an EHCP	Places are needed, not just for recipients of EHCP, but also those who have diagnosis without EHCPs.	Except for short-term assessment purposes, places in SRPs will be reserved for children and young people who do have EHCPs which require specialist placements.
Parent/ carer of a Richmond resident C or YP without an EHCP	More specialist help needs to also be provided for those with SEN who don't have EHCPs	

<p>Parent/ carer of a Richmond resident C or YP without an EHCP</p>	<p>In the main I am happy to see the expansion of SEN (EHCP) provision across the borough for children with SEN. However, I would like to see more places for children with SpLD because children with SpLD do not seem to be accommodated to the same degree as children with other disorders.</p>	<p>We have proposed an increase in the number of places for children and young people with SpLD at Orleans Park's SRP.</p>
<p>Parent/ carer of a Richmond resident C or YP without an EHCP</p>	<p>I think it is very sad and worrying that there are only 12 (16 from September 2018) places at nursery level for children with ASD and social communication disorders. I also think there should be a primary school somewhere in what is a large and wealthy borough which is completely dedicated to SEND children. I understand money from central government is decreasing by the year, and more and more children are presenting with additional needs. However, as a parent of a SEND child, I can tell you I did not ask for to be in this position!</p>	<p>Private, voluntary and independent settings across Achieving for Children are able to access a variety of support services from the Early Years Advisory Service in terms of supporting children with ASD. At the outset settings are signposted to the wealth of information and specific ASD content on AfC's Local Offer website. The Portage service provides support for children transitioning into early years settings, sharing their knowledge and expertise. Every setting has an attached Inclusion & Improvement Adviser, able to provide regular support to all settings and offer guidance on all aspects relating to inclusion. All Advisers are trained to ASD Level 2 and receive regular professional development opportunities. In addition two Early Years SEND Support Officers work across AfC; they provide practical support and work directly with children in settings, modelling good practice, implementing strategies and monitoring progress. These officers also provide a direct conduit between therapy services, notably Speech and Language; and the settings, working in close collaboration to ensure that recommendations from professionals are implemented into daily activities for children.</p> <p>If settings feel as though they additional financial support to provide for children with ASD they are able to access termly funding through the Early Years SEND Inclusion Fund (EYSIF). Applications are submitted termly and funding allocations are</p>

		<p>made across five bands. Settings can use these funding to provide resources, access to training and, at times; additional staffing. The Early Years Consultant SEND is responsible for overseeing the allocations of EYSIF. The EYC SEND is also responsible for delivering New to SENCo training and termly SENCo Networks; both provide professional development opportunities for staff in early years settings. A programme of termly training, SENCo Skills; offers all practitioners training on specific elements of SEND in the early years, including focused sessions on practical aspects of working with children with ASD. From September 2018 we will be delivering a DfE funded project to enable settings to access a year-long package of training with a significant focus ASD and Social Communication. It is anticipated that this programme will establish 'lead' settings with a remit to disseminate good practice to other settings. The wider AfC CPD Online offer provides access to ASD training at levels 1 and 2; facilitated by the Educational Psychology Service. Settings are also able to access advice from a Specialist Educational Psychologist (Early Years), including setting visits. Outreach support is also provided from our ASD provisions in both boroughs.</p> <p>We anticipate that where interventions are effective, this should be sufficient for most children to make progress. For some children with complex on-going needs settings might consider making a request for an Education, Health and Care Plan (EHCP). The EYC SEND supports settings in gathering evidence in order to support a request.</p>
<p>Parent/ carer of a Richmond resident C or YP without an EHCP</p>	<p>Need earlier identification ASD in girls as well as more appropriate provision to support</p>	<p>We are working hard to improve our processes</p>

Professional not working in a local school at the moment, but have in the past	As a specialist Speech and Language Therapist and having been a Therapist in SRPs in Hillingdon/Uxbridge I am most concerned that all your Richmond provision is designated as ASD, (in comparison with KoT). While I realise the current trend is for almost any child with a communication difficulty to now be labelled ASD, there is, within that, a wide range of deficit and behaviours. You will need to group children whose functioning is closer to SLCN, separately from those with more significant behaviour problems, otherwise your very well intentioned provision will be a disaster for them.	Aa above, although provision for ASD is a key concern, it is not the only need being met within the proposals, and we agree that within the badging of children as having 'ASD' there is a multitude of differing needs. Our rewriting of definitions of designations, improvements to data recording and our SRP proposals will help to address that issue.
Professional working in a local school	Specialist provision in the Borough benefits all stakeholders, child, parents, teachers and the community. There would be a reduction in cost to the Borough longer term with reduced transport charges and of course legal fees.	We agree.
Professional working in a local school	The closure of the unit at a Twickenham school was very sad and unnecessary given the amount of children requiring places both now and then.	Since St Mary's expanded to operate over three sites in 2012, it is has become more difficult for the school's gathered provision to work effectively, as the reality of some children needing to undertake three transitions within the primary phase of their education is not considered appropriate for those children who require a placement within a provision.
Professional working in a local school	More spaces for MLD and MH needs are desperately needed at secondary level.	For children with ML at secondary level, it is our experience that the cognitive gap between them and their neurotypical peers widens to the point where special school placements are almost always needed.

3. The SEND Family Voices meetings with parents

3.1 SEND Family Voices organised two meetings – in Kingston on 1 March and in Twickenham on 27 March – at which Achieving for Children (AfC) officers presented the proposals to parents/carers and other attendees, who were able to ask questions and make comments. SEND Family Voices have collated the comments and these are tabulated below by theme / issue, with Achieving for Children officers' responses to them. Where relevant, comments have been grouped.

Ref.	Theme / Issue	Comments expressed	Achieving for Children response
1.	Choosing a school / availability of places	<p>As a parent, finding the right school is always difficult. Parents don't always know what is available or what the right school would be. Listening to parents and providing information on schools availability and level of support it offers</p> <p>Visiting schools is useful – but sometimes schools are “on their best behaviour” and parents don't always get a full picture of the school's strengths and potential weaknesses for their particular child.</p> <p>There needs to be a better service to match the school place to the needs of the child. A parent observed that even though these places are available, actually getting a place at the school in the Provision is difficult. Schools are often over-subscribed and appear to “cherry-pick” pupils. Schools often seem to indicate that they “are unable to meet the child's needs”.</p> <p>Another parent said that her son is cognitively able but presents with Asperger's and some SEMH. Schools with better reputations are cherry picking students (i.e. choosing students that are easier to provide for). How will the allocation of places be made fair? The parents who are able to fight for their children will get the help. Lots of parents, undiagnosed ASD, ADHD, LD unable to advocate on behalf of children. Where is parental choice when schools can cherry pick the children they</p>	<p>AfC's Local Offer website contains lots of information. For Year 6 transfer, AfC will be holding 'marketplace' events, one in each borough, for parents/carers of Year 5 children, in July, at which special schools and schools with specialist resource provisions will have stalls and staff/parents on hand to outline their offers, with a view to them becoming annual events. AfC also aims to compile composite brochures detailing the offers from 2019 onwards.</p> <p>We agree that, where possible, visiting a school on a normal working day is the best way for parents/carers to get a feel for how a school operates and how it would help their child. AfC and schools are improving the SEND Panel allocations process, and ensuring that there will be rigorous, regularly monitored compliance with robust service level agreements which clearly set out expectations.</p>

		<p>want? Is it even worth having an EHCP if this results in your child getting turned away?</p> <p>Parents commented that it would be helpful to work out pathways from primary to secondary school, for particular specialisations (e.g. ASD with additional social, emotional and behavioural issues) within the local areas so that there is an end-to-end provision for children.</p> <p>If children do not find a place – what happens?</p> <p>Every child should have an Ed Psych profile before being placed to match profile with the school.</p> <p>AfC could have staff to help parents to match child to schools. Case officers do not have this training.</p> <p>How could kids, who may start in mainstream provision, but struggle, get an opportunity to move into a SRP?</p>	<p>Work is ongoing to map out clear, easily understood pathways on the AfC Local Offer website and in the composite brochures.</p> <p>It is the role of the SEN Team to ensure a suitable placement so the caseworker will work with the parents/carers to make that happen.</p> <p>As part of the EHCP assessment process, an Educational Psychology assessment is carried out and this helps to inform the placement.</p> <p>We have created two new transition officer posts – for KS2 to KS3 and post-16 – who will help parents to do this.</p> <p>This could be initiated through parents/carers' discussion with their SEN Team case officer.</p>
2.	Place planning / overall strategy	<p>Need data-driven, evidence based practice, delivered in partnership with parents. I understand it's tricky to estimate the whole need at the moment as different schools track and diagnose differently. Maybe something we could look at?</p> <p>Respond each year to the need – more people with ASD one</p>	<p>AfC is working to improve and respond to its data analysis, not least by improving its, and schools', recording of children's needs more accurately, so that future iterations of published data are clearer and more helpful than has been the case.</p> <p>We agree that we need to respond to need;</p>

		<p>year should equal more places. Numbers need to reflect NEEDS of PEOPLE not arbitrary block of funding</p> <p>This feels like a cost-saving exercise not the creation of a real strategy intended to provide an efficient education for age, aptitude and SEND of child so that they can meet their potential and participate as fully as possible in their own community.</p> <p>Parents commented that in comparison to the Kingston proposals, the Richmond proposals seem inadequate.</p> <p>Why is it assumed that all / any support must be for children with EHCPs? My daughter is diagnosed autistic. She doesn't have an EHCP, she doesn't need to be in the "specialist unit" BUT she needs support in the classroom which I have to fight for each year. Does the SEN support plan carry on to secondary school?</p>	<p>however, the work involved in establishing new places means that we and schools cannot always be as readily flexible for every need as parents/carers may wish. Nonetheless, we acknowledge that we need to improve in this regard.</p> <p>Our ongoing strategy is to ensure a larger and more diverse number of places within the local area where it is clear that they are needed, but implementing is not straightforward, as it is dependent upon the availability of funding, space within schools and other factors.</p> <p>The scale of expansions of mainstream schools in Richmond Borough in the last 10 to 15 years has been much greater than in Kingston, and sixth forms were added to secondary schools in Richmond from 2014 onwards, so on average there is much less space available within Richmond schools and therefore fewer possibilities for the creation or expansion of specialist resource provisions.</p> <p>We're not making that assumption; the SEN Code of Practice requires schools to provide support for all pupils who have identified special educational needs. However, these proposals concern the enabling of new places for children whose level of needs means that they require specialist placements.</p>
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		<p>What is the purpose of these 'specialist resource provisions'? Are they actual units or just a name to describe creating extra SEND spaces at a smattering of local schools?</p> <p>HOW CAN YOU CREATE PLACES WITHOUT CONSIDERING AREAS OF NEED AND OUTCOMES? All that will happen is that spaces will be created that DON'T match needs, parents still won't be able to find local places that DO match needs, and therefore they will continue to make the case for out of borough and private specialist places and AfC will continue to have to fund them. Stop, consult properly and build a community focused solution. Spend some time auditing existing EHCPs needs and provisions and the data this provides will give you a map of requirements. Parents and charities would work tirelessly to support AfC to deliver on a strategy that was needs based.</p> <p>There is a cliff-edge at secondary. Where do the primary children that are in SRPs go for secondary provision?</p> <p>What happens after the 3 years of funding is spent? Is there a sustainability plan?</p> <p>Why is SRP provision only in good or outstanding schools? Some SRPs are popular despite not being in that category (e.g. Pear</p>	<p>The purpose is to create additional specialist places in bespoke environments within mainstream schools so that children can receive specialist teaching and support, and access mainstream classes and facilities as appropriate.</p> <p>We have considered areas of need and outcomes very carefully, but the possibilities for expansion or establishment of SRPs are not endless; nevertheless, we believe that these new places which we have proposed will make a substantial contribution towards widening our local provision within both boroughs.</p> <p>We will map out the pathways so that parents/carers can see the possible educational progressions available for their children.</p> <p>The money available now is capital, i.e. to pay for new building work and other infrastructure. The ongoing revenue cost will be borne by savings generated by placing fewer children and young people in more expensive out-borough schools.</p> <p>That applies to new schools only, who need to focus their attention on school improvement</p>
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		<p>Tree). Provision should be decided based on the capacity to provide skilled support rather than the school being good Ofsted rated.</p> <p>Provisions still not sufficient to meet demand.</p> <p>Are you coordinating with neighbouring boroughs? There will inevitably be cross-borough attendance.</p>	<p>rather than establishing the best-quality SRP. Ofsted rating was just one factor which informed our decision-making.</p> <p>The funding available is insufficient for us to meet every gap, but we believe the proposals will go some way to widening local provision.</p> <p>To an extent, yes: where Kingston and Richmond children are able to attend good quality, reasonably-priced provision in neighbouring boroughs, we do not intend to duplicate provision.</p>
3.	Suitability of criteria for selecting schools for SRPs	<p>Excellent schools (as rated by Ofsted) may not be excellent in terms of SEN or inclusion</p> <p>The quality of LSAs is sometimes problematic – they may not have any specialist training. Good quality, tailored training is essential.</p>	<p>Although Ofsted judgements are sometimes out-dated, on the whole they provide independent evidence of schools’ overall educational provision. A school’s Ofsted rating was just one of a range of criteria used for assessing whether or not expressions of interest should be taken forward.</p> <p>We agree that LSAs/TAs need specialist training and this will be required where necessary.</p>
4.	Definitions of the specialisms	<p>Not all the designations are clear and need to be better defined.</p> <p>CLN (complex learning needs) is not a category in SEN Code of Practice or DFE data. Stop it! How can you be sure that you are specifying the right support and therapies without specifying</p>	<p>We agree and have been working to improve them, so that when we publish our final list of new and expanded SRPs, the designations will be clear and easily understood.</p> <p>We agree and will use the well-understood terms mild /moderate /severe learning difficulties from now on.</p>

		<p>what you mean by “complex”?</p> <p>ASD should be broken down into more meaningful categories.</p> <p>If a unit is for ASD and CLN then how are they going to differentiate lessons for each child as the range is so varied?</p> <p>Specialisations should map to diagnosis. My daughter is classic ASD – what specialisation does it map to? Specialisms are too broad. Where does my son fit in? He has MLD, visual impairment and SPD (sensory processing disorder).</p> <p>Also how will you ensure that each child has an appropriate peer group?</p>	<p>We acknowledge that more work is needed in this regard to inform the designations of the SRPs.</p> <p>Staff in the SRP will ensure that each child receives sufficiently differentiated teaching and support to enable good progress to be made.</p> <p>As above, we will ensure that the definitions of the designations are as clear as possible so that parents/ carers (and schools) will readily understand them.</p> <p>SRP staff will work closely with the rest of the school staff to ensure a sufficiency of inclusion opportunities into mainstream where appropriate.</p>
5.	Inclusion	<p>Raising awareness among neurotypical children around the differences, i.e. neurodiversity in school. Society and acceptance. Also with PARENTS! How will the mainstream children be prepared for the SRP and how will awareness be raised around difference?</p> <p>There is a big difference between “allowing” children to join the mainstream and including them. Including them means work is planned around them and their needs, differentiating their learning</p> <p>How will staff gauge if a child is ready to attend mainstream</p>	<p>Each school with a new SRP will be supported in this to use the best practice in schools with existing SRPs and to build on their own best practice relating to diversity awareness for pupils and parents/carers.</p> <p>We recognise and agree with this, and are working with schools to agree a definition of inclusion which will translate into best practice in all schools, so that learning is differentiated and appropriate for all children and young people.</p> <p>The Teacher-in-Charge and staff will use their</p>

		<p>lessons?</p> <p>What support will be available during transitions from unit to mainstream classes and vice versa? Please note that if support is not available then the child will be susceptible to bullying. How will bullying be dealt with? Appropriate training and awareness for both mainstream children and staff across the whole school to reduce the likelihood of bullying. Appropriate specialist training in managing children exhibiting challenging or aggressive behaviour.</p> <p>At secondary school most ASD provisions “require” children to spend 80% of their time in mainstream. If child can do this then they don’t need an SRP, just excellent support from staff. My child cannot cope with this percentage of time in mainstream. This should be bespoke.</p> <p>Good recording system in mainstream classes and strategies to support child when in mainstream.</p> <p>All staff in school to be aware of each SRP child’s specific needs.</p> <p>Support in playground, assemblies, dinner hall, and school trips. Appropriate level of staff to identify when child cannot cope and needs to leave the mainstream classroom.</p> <p>What will happen for school trips and who will support the children?</p>	<p>professional judgement to decide when a child is ready, in consultation with the child and her/his parents/carers, as appropriate.</p> <p>The SRP staff will provide support as appropriate. The SRP model is predicated upon the Teacher-in-Charge leading ‘in-reach’ training/CPD for all staff in inclusion generally and the particular type of SEND met in the SRP specifically. Each school would deal with instances of challenging/aggressive behaviour and/or bullying in accordance with its published Behaviour Policy.</p> <p>There should be no such requirement, as the amount of a time a child/young person spends in mainstream classes is based upon their individual circumstances, so we agree that it must be bespoke.</p> <p>This would be planned by the SRP staff with wider school staff colleagues.</p> <p>This would be included within the ‘in-reach’ training for the wider school staff.</p> <p>All SRP children will be supported by the SRP staff, as appropriate and wherever necessary, within the school, and to go on school trips.</p>
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		<p>A safe space will need to be identified nearby.</p> <p>How would these units manage medical needs such as seizures?</p>	<p>Each SRP would have a quiet space for withdrawal.</p> <p>Every school is required to manage medical incidents in accordance with statutory guidance.</p>
6.	Staff / training requirements	<p>All teachers of SRPs need professional training and excellent continuing professional development <u>prior</u> to taking up the post. Will the Teacher in Charge be adequately qualified?</p> <p>Availability of teachers and TAs in mainstream schools in supporting children with SEN and EHCPs.</p> <p>My son attends a SRP primary. One year we had NO teacher in charge. They also employed a new teacher in the provision with no SEND qualifications. She has now done a few days' training (not enough).</p> <p>Most TAs are employed without prior training. Expert training needs to be done at appointment, not after they have started. (TAs within SRPs I mean). LSA should be trained and qualified. This training can be tailored based on the children they support</p> <p>Concerned about impact on SRP of outreach programmes – the qualified SEN will not be in the school all the time. What kind of training will be available for staff?</p>	<p>We agree that that is ideal and aim to provide that training where it is needed. Yes, the Teacher in Charge will be suitably experienced and meet the requirements of a carefully crafted job profile. Continuous professional development (CPD) will be provided on an ongoing basis.</p> <p>For each school concerned, we will ensure that there are sufficient staff within the SRP, in accordance with the service level agreement.</p> <p>We are revising and monitoring implementation of the service level agreements to ensure that staff in the SRPs are properly trained and qualified.</p> <p>Again, we agree and will provide suitable training where it is required.</p> <p>The Teacher in Charge will not be the school SENCo, and will lead 'in-reach' training to the rest of the school staff, so there will be more expertise within the school.</p>

7.	SRP Steering Groups' Composition / quality assurance / service level agreements	<p>Parents stressed how important it is that parents are part of the steering group. It will be great to have parents on the steering group for new SRPs.</p> <p>To spread best practice it would be useful for the steering groups to have a member who comes from a different SRP. Steering committees need external pairs of eyes for sharing good practice (and rectifying poor practice).</p> <p>Would like to see annual reports monitoring the quality of provision <u>and</u> sharing best practice.</p> <p>Current Service Level Agreements are not sufficient. My son's school have not bought in OT and EP service from private providers. AfC's service was not good enough, not enough time allocated and quality questionable.</p>	<p>We agree and will embed this as essential practice.</p> <p>We like this idea and will explore this with schools once the new SRPs have opened and consolidated their practice.</p> <p>Each SRP will be subject to an annual review and its steering group will be involved in this process.</p> <p>We agree that service level agreements need to be revised and are working to make them all fit for purpose. We are working hard to ensure that appropriate therapies are provided for each child and young person who needs them.</p>
8.	SRPs for children with ASD and moderate learning difficulties	<p>How many teachers will there be in each unit?</p> <p>If unit teachers are being used to teach at other schools then who will teach their classes whilst they are not present?</p> <p>How often will the therapists be on site?</p> <p>Will the students be taught functional skills and life skills?</p> <p>How secure will each unit be?</p>	<p>There will be a Teacher in Charge in every SRP, and each larger provision will have an additional teacher.</p> <p>Outreach will be undertaken at times which are the most convenient for the SRP to minimise any adverse impact.</p> <p>This will be determined by children's individual needs.</p> <p>Yes.</p> <p>Security will be paramount – each SRP will have</p>

		Also if opening an ASD unit then how will staff manage comorbid conditions such as Dyslexia, Dyspraxia , Tourette Syndrome, ADHD, PDA, etc., etc.	its own discrete area with security doors. This will be determined on an individual basis, with the requisite expertise provided.
9.	Gaps in provision	<p>Nothing at all for MLD (moderate learning difficulties) at secondary (although there is a post 16 MLD provision!) We need more places for non ASD. MLD / physical impairments. I know there is a need for ASD but non ASD MLD children get pigeonholed quite a lot. They are not necessarily getting the right provision/ place.</p> <p>What about children with Down Syndrome? Research shows they do best in a mainstream setting.</p> <p>None of the schools seem to provide for PDA (pathological demand avoidance) – part of ASD. Where is PDA? PDA training for ASD provisions.</p> <p>My boy with ASD / SCLN needs ABA (applied behaviour analysis). My son could flourish in a SRP – but only with ABA teaching. ABA isn't just about early intervention – it's just good teaching. Kingston / Richmond spending £1 million on out of Borough ABA provision. Set up here! I would love more ABA provision in borough. Provisions should be open to adopt approaches like TEEACH and ABA / UB. ASD is so different in every kid. Individual education needed (like ABA).</p>	<p>Clarendon and St Philip's special schools have both expanded to provide additional MLD places.</p> <p>Many children with Down's are educated in the mainstream schools currently. For those children, we aim to ensure outreach support from Clarendon and St Philip's.</p> <p>If this is identified as being helpful for an individual child then we would support its provision.</p> <p>We are working with an external special school which uses ABA to explore the possibility of a satellite site being provided within Richmond Borough. In addition, we are working with the Pear Tree SRP at Stanley Primary School to provide outreach into other schools. AfC is also currently exploring the use of the SCERTS model in order to support children and young people with ASD across a variety of settings; home, school and community. SCERTS is a research-based educational approach and</p>

		<p>Big RED flag: 10 SRP schemes – 7 focused on one disability. There are a significant number of children who do not have ASD but do have EHCPs: why are their needs not being considered?</p> <p>Need more cover / info on ADHD / ADD for girls please. 50% of children will have ADHD.</p> <p>Speech, language and communication difficulties. Need somewhere for these children to get appropriate level / pace of teaching.</p>	<p>multidisciplinary framework that directly addresses the core challenges faced by children and young people with ASD and related disabilities, and their families. SCERTS focuses on developing competence in Social Communication, Emotional Regulation and Transactional Support. AfC's Educational Psychology Service is in the process of drawing up an action plan to think about the most meaningful implementation approach.</p> <p>Additional local provision for children with ASD is the number one priority in terms of a gap, compared with provision outside the area; but other needs have been considered and are being provided for.</p> <p>We have not identified a need for there to be an SRP for children (or girls specifically) with ADHD or ADD, because it usually co-occurs with other needs. We believe, though, that there is a need for more training and awareness-raising in mainstream schools. Our Early Intervention resource and primary and secondary behaviours support teams will support schools with strategies for supporting children with ADHD and ADD.</p> <p>We are working with Castle Hill to extend their current Early Years and KS1 SLCN provision into KS2. At secondary level, we have been unable to fill the places available at Grey Court's SRP.</p>
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10.	Sensory needs	<p>Sensory needs only seems to be on one of the school's lists but is increasingly recognised as the fourth element (pyramid not triad of impairments. Massive implications of this when sending children into huge schools. How is respite from sensory overload / set up of school being taken into consideration?</p> <p>Sensory needs are a massive issue for my child. What is being done to cater for children with these needs?</p>	<p>As they are discrete environments, SRPs innately provide respite from the sensory overload of the mainstream.</p> <p>We are aware that many if not most children with autism experience sensory sensitivities and our SRPs will be designed to cater for these as far as possible.</p>
11.	Kingston proposals	<p>More provision needed in secondary needed in KT2. Grey Court openly say want Richmond applicants so the onus is on The Kingston Academy – which does not have the capacity. More provision. Large quantity of spaces available in primary within KT2 not following through to secondary. Attending local schools is much more favourable and saves on transport. Where is parental choice?</p>	<p>The SRPs at both Latchmere and The Kingston Academy are proposed for expansion.</p>
12.	Richmond proposals	<p>Less provision in Richmond, which is a concern. Schools are located closer to Kingston than Richmond. Will the LA pay for transport?</p> <p>I feel like the secondary ASD provision is not changing a lot. Grey Court ASD provision seems great, but geographically is difficult to get to – it works better for Kingston.</p> <p>Teddington / Hampton Wick – 4 big state primaries. Could do with one SRP – Collis has a big rebuild of the infant school planned, and has accepted lots of children with SEND from</p>	<p>As above, the options for building new SRPs and expanding existing ones are more limited in Richmond simply because more schools have been expanded, and/or their sites have been developed further, and because fewer schools in Richmond submitted expressions of interest, than in Kingston.</p> <p>We would like to see one in this area too and hope to develop one in time.</p>

		<p>other local primaries due to its good reputation for inclusion.</p> <p>Would like a state school solely for ASD (e.g. Venturers Academy, Withywood near Bristol). Positives include: individual curriculum, independence of children, calm environment, streamed according to current ability. We need an ASD specific special school in this borough. Too many children forced out of borough. ASD is significantly biggest need and not called for enough. We desperately need an ASD special school in the borough.</p> <p>AfC should definitely listen to the 40+ families asking for an ABA free school in Borough.</p> <p>Richmond needs 6th Form places for SEND pupils – they develop more slowly than non-SEND pupils and really benefit from a sixth form “stepping stone” between secondary and college or vocational pathway.</p>	<p>Both Clarendon and Strathmore cater for children with Autism and other needs. As most children with ASD have co-morbidity – i.e. a mixture of needs – we do not feel that there is a clear need for an ASD-only special school. Any new school would have to be a free school, the process for which is outside AfC and the Council’s control.</p> <p>As above, we are working with an external special school which uses ABA to explore the possibility of a satellite site being provided within Richmond Borough.</p> <p>We are exploring options in this regard, but our experience in Kingston is that places aren’t being filled.</p>
13.	Therapies	<p>Will the dedicated therapist be available all / part of the time?</p> <p>My child’s SRP had OT supplied to them as a group not as individuals (not all children with ASD have the same OT needs). This has led to children being denied an OT assessment when the EHCP process was started, which is against the law. I had to go to SEN Head at AFC to get my child assessed for his OT needs. We should not have to fight for our children’s basic legal rights.</p> <p>Will the children retain the provisions within the EHC Plan?</p> <p>Will therapies in the SRPs be in addition to those in the EHCP?</p>	<p>Part of the time.</p> <p>We will ensure that any EHCP which identifies OT as a required element will be appropriately resourced.</p> <p>There are no plans to change the provisions.</p> <p>No.</p>

		<p>Vital that therapies are fully involved. Children’s programmes can be delivered directly by them, otherwise progress is significantly slowed</p> <p>Therapy must be regular and consistent.</p> <p>Therapeutic support - will these children be placed on the local consultative clinic approach?</p> <p>Will additional therapeutic staff be recruited to manage this extra workload?</p>	<p>We agree.</p> <p>We agree.</p> <p>The therapies practice will be determined by the individual child’s needs, as identified in the EHCP.</p> <p>Yes.</p>
14.	Funding	<p>What are the funding ramifications of the placements proposed for our Boroughs? - i.e. what is being spent out of boroughs and what will be spent in these new plans?</p> <p>What percentage of children who require such placements will now be provided for?</p> <p>Is there is a positive effect on Borough budgets, are there plans to provide better access to education for children who will not get places or where the sites are not suitable e.g. would a child in a mainstream school with an EHCP have better access to more appropriate levels of SLT, OT, ABA. Most have levels listed that are what NHS can provide (max one visit per term to school to “train” LSA’s) rather than what the children need.</p> <p>Will funds be available for more appropriate, formal LSA training?</p>	<p>The total costs and savings are still being worked through.</p> <p>Across both boroughs, the percentage will rise from 13.6% to 19.6%</p> <p>Yes, savings will be made, but that does not mean that the savings will be reinvested because the Council’s financial positions would not allow that. We are working to improve the provision for children with EHCPs in mainstream schools in a number of ways, through training, spreading of best practice, and, where possible, increased therapy support.</p> <p>This would be considered if there were specific instances where a need for particular training had been identified.</p>

15.	Sixth form places	Our children take longer to mature – so why no 6 th form places for them? Our children (ADHD) ARE 30% younger than actual. Carries on in to adulthood.	We have found in Kingston that we cannot fill the sixth form places which are available.
16.	Other	<p>Need to monitor child “happiness” (key success measure) i.e. emotional health.</p> <p>Are AfC really advocating adopting this policy to try to create up to 500 SEND places locally without addressing:</p> <ul style="list-style-type: none"> • Environment - are they creating units, extra classes or increasing class sizes above 30? Where's the investment? What if significant sensory issues (prevalent in 50% of ASD kids) make this approach unsuitable? What then? • Needs - a scatter gun approach to extra places misses the opportunity to create true centres of excellence based on the primary needs of the children of this borough. Creating more specialist units like GCT or Pear Tree would create specialist hubs where children can learn and socialise with children with similar challenges but in their community. • Skills - what training and qualifications will be given to mainstream staff and what specialist roles will be created and advertised? Not recognising this will create future issues with exclusions and lead these children out of mainstream school and into expensive pupil referral units. <p>Need really good transition from KS2 to KS3. Feedback I have heard is that the primary prepares a pack of information, which is often not even read by the secondary. They get a call 3 months later saying the secondary can't cope!</p>	<p>This will be measured in the annual review of each SRP, and in AfC's annual survey of children and young people with SEND.</p> <p>Most of the available funding is being used to create bespoke specialist resource provisions, with an appropriate environment in each, i.e. spaces for classes, group work, one-to-one teaching and support, withdrawal and therapy. We are aiming to create centres of excellence by improving the quality of existing SRPs and establishing excellent new ones.</p> <p>As stated above, we absolutely recognise that there is a fundamental requirement for SRP staff to be properly trained.</p> <p>We agree that a thorough, well-planned transition is key to a child thriving in secondary education. To that end, a KS2 to KS3 Transitions Teacher has just been appointed to enhance</p>

		Children with Asperger's don't like being mixed with low-functioning ASD children.	<p>transitions processes with children, families and schools.</p> <p>SRPs will be designated according to learning needs in addition to autism diagnosis. However, staff in SRPs, and schools in general, should be able to manage different types of Autism and training is provided for this.</p>
17.	Next steps	<p>Ask parents/carers whose children and young people were placed outside the borough what would have made them choose in-borough provision. It might be useful to ask parents choosing out-of-borough provision why they are doing so. What would keep them in-borough?</p> <p>Ask schools to canvass ideas through open surveys sent from schools and forwarded (unopened) to AfC. More meetings and consultation. Asking local schools to canvass through surveys</p> <p>Case managers communicating with parents with whom they have a relationship and knowledge of case history.</p> <p>How will this feed into the now Green Paper on a dedicated mental health professional for each school?</p> <p>Please provide a colour-coded map of the Borough detailing the provisions. Lots of people are visual!</p> <p>Outreach to support groups – ADHD Richmond, Fastminds, Express CIC – for parent feedback</p>	<p>We are aiming to do this, as we agree that it would be a very helpful exercise.</p> <p>We are unclear what is being proposed.</p> <p>We acknowledge that the relationship between case managers and parents/carers is key and are constantly working to improve case managers' workloads so that they can spend more time on relationship-building.</p> <p>That is a separate matter.</p> <p>We aim to do this in the composite brochures and on the Local Offer website.</p>

			We would like to involve support groups in the design of training and outreach.
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4. Definitions of designations

In the survey responses and the SEND Family Voices meetings concerned was expressed that the designations of some SRPs were not clearly defined. We have therefore re-defined them as below. All are SRPs except where stated as ESTAs (Enhanced Specialist Teaching Arrangement).

4.1 Kingston

Alexandra (ESTA)	Moderate to Severe Learning Difficulties with Physical Disabilities
Castle Hill Primary: Moonbugs	Dynamic assessment group, Speech, Language and Communication Needs and Learning Difficulties
Castle Hill Primary: Rainbow Fish	Speech, Language and Communication Needs
Castle Hill Primary: Starbugs	Social Communication/Language and Learning Difficulties
Coombe Girls'	Communication Needs, including Hearing impairment
Grand Avenue Primary (ESTA)	Autism and Mild to Moderate Learning Difficulties
King Athelstan Primary	Social, Emotional and Mental Health
King's Oak Primary	Autism and Moderate Learning Difficulties
Knollmead Primary	Hearing Impairment
Knollmead Primary	Autism and Severe Learning Difficulties
Latchmere	Autism and Mild to Moderate Learning Difficulties
Lime Tree Primary	Autism and Moderate Learning Difficulties
Richard Challoner	Social, Emotional and Mental Health
Richard Challoner (ESTA)	Autism and mild learning difficulties
Richard Challoner: Xavier	Moderate learning difficulties 16+
Surbiton Children's Centre Nursery	Autism and moderate learning difficulties
Surbiton Children's Centre Nursery	Autism and severe learning difficulties

The Hollyfield	Autism and Mild to Moderate Learning Difficulties
The Kingston Academy	Autism and mild to moderate learning difficulties
Tolworth Girls'	Emotional Health (including girls with Autism)
Tolworth Infant & Junior	Moderate Learning Difficulties

4.2 Richmond

Barnes Primary	Autism and Moderate Learning Difficulties
Christ's	Specific Learning Difficulties with Co-occurring Difficulties
Darell Primary	Moderate Learning Difficulties
East Sheen Primary	Social, Emotional and Mental Health
Grey Court	Autism and Mild to Moderate Learning Difficulties
Hampton Hill Junior	Social, Emotional and Mental Health
Heathfield Infant and Junior	Autism and Moderate Learning Difficulties
Heathfield Junior	Social, Emotional and Mental Health
Orleans Park	Specific Learning Difficulties with co-occurring difficulties
St James's: George Tancred Centre	Autism and Mild to Moderate Learning Difficulties
Stanley: Pear Tree	Autism and Moderate Learning Difficulties
Waldegrave	Autism and Mild to Moderate Learning Difficulties
Windham: Jigsaw	Autism and Severe Learning Difficulties
Windham: Jigsaw	Autism and Moderate Learning Difficulties

5. Changes since the proposals were consulted upon

- 5.1 Since the original proposals for there to be a Key Stage 2 SRP at Lovelace Primary as a follow-on from the Early Years and Key Stage 1 SRP at Castle Hill for children with Speech, Language and Communication Needs, Castle Hill have provisionally agreed for their SRP to continue into Key Stage 2, providing 16 additional places, four in each year-group.

- 5.2 Provisional agreement has also been reached with Tolworth Girls' for a 10-place SRP to be established there in September 2019 for girls (including those with autism) with Emotional Health needs.

6. Places to be provided

6.1 Kingston

Current			Proposed		
Phase	School	Max. no.	School	Max. no.	Net gain
Nursery	Castle Hill	8	Castle Hill	8	
	King's Oak	4	King's Oak	4	
	Knollmead	2	Knollmead	2	
	Surbiton CCN	6	Surbiton CCN	8	2
	Tolworth Infant & Nursery	3	Tolworth Infant & Nursery	3	
Primary	Alexandra (ESTA)	12	Alexandra (ESTA)	12	
	Castle Hill	15	Castle Hill	31	16
	Grand Avenue (ESTA)	20	Grand Avenue (ESTA)	20	
			King Athelstan	6	6
	King's Oak	27	King's Oak	27	
	Knollmead	20	Knollmead	20	
	Knollmead	8	Knollmead	8	
	Latchmere	8	Latchmere	14	6
			Latchmere	18	18
	Lime Tree*	21	Lime Tree	18	-3
Tolworth Infant & Nursery	9	Tolworth Infant & Nursery	9		
Tolworth Junior	12	Tolworth Junior	12		
Secondary			Coombe Girls'	6	6
			Hollyfield	20	20
	Richard Challoner	9	Richard Challoner	9	
	Richard Challoner	15	Richard Challoner	15	
	The Kingston Academy**	15	The Kingston Academy **	20	5
			Tolworth Girls'	10	10
Post 16	Richard Challoner	8	Richard Challoner	12	4
Total		222		312	90

* To be reduced as the space is insufficient; ** When the school has all year-groups. Green = new or additional provision proposed for 2018; Pink = additional provision to be added gradually 2018–2020; Yellow = new or additional provision proposed for 2019.

6.2 Richmond

Current			Proposed		
Phase	School	Max. no.	School	Max. no	Net gain
Nursery	Windham	12	Windham	16	4
			Barnes	14	14
Primary	Darell (KS1)	8	Darell	8	
	East Sheen	3	East Sheen	6	3
	Hampton Hill	3	Hampton Hill	6	3
	Heathfield Infant & Junior	12	Heathfield Infant & Junior	20	8
	Heathfield Infant & Junior	4	Heathfield Infant & Junior	4	
	Holy Trinity	0	Holy Trinity	TBC	N/A
	St James's	10	St James's	14	4
	St Mary's (Twickenham)	0	St Mary's (Twickenham)	0	
	Stanley (Pear Tree)	18	Stanley	18	
Secondary	Christ's	6	Christ's	6	
	Grey Court	6	Grey Court	20	14
	Orleans Park	6	Orleans Park	10	4
	Richmond Park Academy	6	Richmond Park Academy	TBC	-6
	Teddington	6	Teddington	TBC	N/A
	Waldegrave	6	Waldegrave	8	-6
Total		106		150	44

Brown = proposed to be closed; Green = new or additional provision proposed for 2018; Orange = awaiting re-designation proposals; Pink = new provision proposed for 2020; Yellow = new or additional provision proposed for 2019.