

Consultation Analysis

PROPOSAL TO CHANGE THE DESIGNATION AT CLIFTON HILL SCHOOL



Consultation Analysis - Proposal to change the designation at Clifton Hill School.

Introduction

This report is an analysis of responses gathered during the informal consultation for the proposal to change the designation at Clifton Hill School.

As part of the [Special Educational Needs and or Disability \(SEND\) Transformation Plan and SEND Sufficiency Strategy 2020-2025](#) which was approved by Cabinet in 2019 there is a recommendation to increase the specialist provision in mainstream specialist centres, special academies and maintained special schools in Surrey in order to reduce the reliance on Non-Maintained and Independent Specialist provision and out of county Independent provision. The recommendations are aligned with the local area's 2030 Community Vision which received Full Council unanimous approval to support the aspiration that everyone achieves their full potential, contributes to their community and no one is left behind so that children and young people who have SEND and Education Health and Care Plans (EHCPs) are educated in their nearest most appropriate setting and closer to home.

The purpose of this proposal is to change the Special Education Needs and Disabilities designation at Clifton Hill School from a secondary Severe Learning Difficulty (SLD) school to a split designation of Secondary SLD and Complex Social and Communication Needs (CSCN).

The change to designation is to meet the increased demand for specialist placements and children with a primary need of Complex Social and Communication Needs (CSCN). This new proposal would meet the needs of the local community, match emerging forecast demand over the next five years and support the future sustainability of the school.

As an SLD secondary school, Clifton Hill School has been under capacity (85) for the last four years. The school report challenges in planning for a variable intake of students at National Curriculum Year 7 and leavers at National Curriculum Year 14.

Part 1 of this paper is an analysis of the responses received during the informal consultation notice period and Part 2 is an analysis of the responses during the Statutory Notice period. This paper will be submitted to the Lead Cabinet Member for All Age Learning as part of the Lead Cabinet Member report, for consideration in the decision to determine the statutory notices on 8 June 2021.

Consultation Summary

The informal consultation was open from 23 November 2020 to 15 January 2021. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via a formal consultation response form, included at the end of the consultation document, as well as an online form.

The Statutory Notices were published from 25 January 2021 to 1 March 2021. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. The notices were also published in the local paper. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

An Equality Impact Assessment is being completed throughout the informal consultation period and statutory notices and responses to the consultation will contribute to this.

Part 1 – Informal Consultation

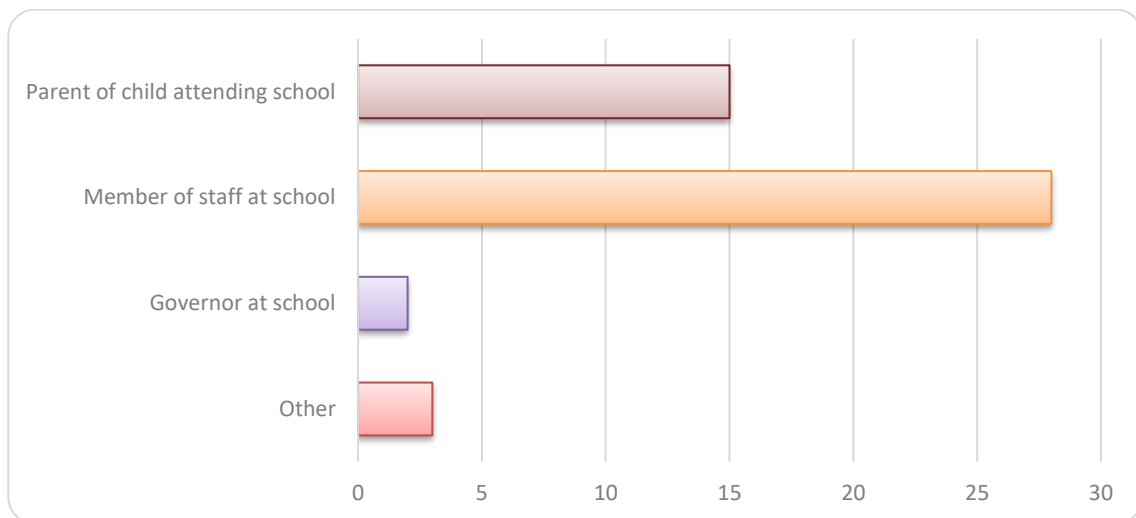
Key points from the responses to the informal consultation:

- Over a half of the responses were from members of staff at the school (51%).
- Parents of children attending the school agreed with the change of designation (22%).
- The (4%) who agreed with the proposal was a Governor at the school, a local councillor and a retired Director at the National Autistic Society (NAS).
- Of those who disagreed with the proposal to change the designation (2%) was a parent of a child attending the school.
- Parents of a children attending the school (10%) and (4%) members of staff stated they did not know.

Quantitative Analysis

In total, there were 47 responses to the consultation. 83% of respondents agreed with the proposal, 2% of respondents disagreed with the proposal and 15% of respondents stated they did not know.

All of the 47 respondents indicated their relationship with the school. The chart below shows the distribution of responses to the consultation:



Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey. Comments left in reply to free-text questions were tagged, drawing on 7 possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondents' main concerns regarding the proposal.

Tags	Number of responses	Prevalence (% of total responses)
Positive impacts	12	25%
Demand for specialist school places	4	8%
Negative impacts	4	8%

Key themes from the consultation

There were 3 key themes that emerged from the consultation response.

Positive impacts

A quarter of the total responses (25%) felt that the proposed re-designation would have a positive impact. Many comments mentioned how “good” it is for the school and “exciting” when expressing their positive thoughts on the proposal.

“It’s exciting news and good for the future of the school I can’t wait for it to happen”.

“It’s exciting and good positive news for the future of the school. Looking forward to it happening”.

Several respondents felt the impact on ‘experienced staff’ and ‘staff development’ would be beneficial to the children in the school, especially as a result of a cohort of new pupils with a range of individual needs.

“This school has experienced staff and staff who are willing to build on current knowledge to make sure children and young people who need specialist support with their communication and social development thrive in their school”.

A respondent expressed positive impact for children and young people with Complex Social Communication Needs (CSCN) with the school meeting the needs of a new cohort of pupils.

Demand for Specialist places

A few comments stated that because of an increase of children with SEND the change in designation would be beneficial for pupils in their local and surrounding area.

“I fully support the proposal, as there is a demonstrated need for more CSCN places in Surrey and it represents good value for money compared to non-maintained independent special schools”.

Another comment focused on the children having to “travel a long way” to attend their nearest designated school.

Negative impacts

8% of respondents felt the change in designation would have a negative impact to pupils and staff already at the school.

One concern was “the extra amount of work” for staff and an expectation that staff should receive training to support the additional pupils needs.

One respondent expressed concern that there could be a change in the “lovely, friendly atmosphere”, because of the additional pupils with varying needs impacting on the cohort of children currently at the school.

“there might be more disruption in classes, affecting our SLD students”.

Public meeting

A public meeting was scheduled on the 9 December 2020. There were no attendees for the public meeting.

Part 2 – Statutory Notices

Key points from the responses to the statutory notices:

There were two responses to the statutory notices and they agreed with the proposal.

Quantitative Analysis

The two responses to the statutory notices agreed with the proposal (100%).

Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey. One respondent left a comment regarding the positive impacts of updating facilities. They also felt the school could do with a “refurbishment”.