

Leicester  
City Council

**MEETING OF THE CHILDREN, YOUNG PEOPLE AND EDUCATION  
SCRUTINY COMMISSION**

**DATE: TUESDAY, 11 JULY 2023**

**TIME: 5:30 pm**

**PLACE: Meeting Room G.01, Ground Floor, City Hall, 115 Charles  
Street, Leicester, LE1 1FZ**

**Members of the Commission**

Councillor Batool (Chair)

Councillor Cole (Vice-Chair)

6 Vacancies

**Standing Invitees (Non-Voting)**

Jennifer Day

Janet McKenna

Teaching Unions representative

UNISON Branch Secretary

Members of the Commission are invited to attend the above meeting to consider the items of business listed overleaf.

For the Monitoring Officer

**Officer contacts:**

***Katie Jordan , Democratic Support Officer***

*Tel: 0116 454 6350, e-mail: committees@leicester.gov.uk*

*Leicester City Council, City Hall, 3rd Floor Granby Wing, 115 Charles Street, Leicester, LE1 1FZ*

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### Further information

If you have any queries about any of the above or the business to be discussed, please contact:

**Katie Jordan , Democratic Support Officer on 0116 454 6350.**

Alternatively, email [committees@leicester.gov.uk](mailto:committees@leicester.gov.uk), or call in at City Hall.

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## USEFUL ACRONYMS IN RELATION TO OFSTED AND EDUCATION AND CHILDREN'S SERVICES

(updated November 2015)

| <b>Acronym</b>   | <b>Meaning</b>   |
|------------------|--|
| APS              | Average Point Score: the average attainment of a group of pupils; points are assigned to levels or grades attained on tests. |
| ASYE             | Assessed and Supported Year in Employment  |
| C&YP             | Children and Young People  |
| CAMHS            | Child and Adolescent Mental Health Service   |
| CFST             | Children and Families Support Team   |
| CICC             | Children in Care Council   |
| CIN              | Children in Need   |
| CLA              | Children Looked After  |
| CLASS            | City of Leicester Association of Special Schools   |
| COLGA            | City of Leicester Governors Association  |
| CPD              | Continuing Professional Development  |
| CQC              | Care Quality Commission  |
| CYPF             | Children Young People and Families Division (Leicester City Council)   |
| CYPP             | Children and Young People's Plan   |
| CYPS<br>Scrutiny | Children, Young People and Schools Scrutiny Commission   |
| DAS              | Duty and Advice Service  |
| DCS              | Director of Children's Services  |
| EAL              | English as an Additional Language  |
| EET              | Education, Employment and Training   |
| EHA              | Early Help Assessment  |
| EHCP             | Education Health and Care Plan   |
| EHP              | Early Help Partnership   |
| EHSS             | Early Help Stay Safe   |
| EIP              | Education Improvement Partnership  |

|       |   |
|-------|---|
| ELG   | Early Learning Goals: aspects measured at the end of the Early Years Foundation Stage Profile   |
| EY    | Early Years   |
| EYFS  | Early Years Foundation Stage: (0-5); assessed at age 5.   |
| EYFSP | Early Years Foundation Stage Profile  |
| FS    | Foundation Stage: nursery and school Reception, ages 3-5; at start of Reception a child is assessed against the new national standard of 'expected' stage of development, then teacher assessment of Foundation Stage Profile areas of learning |
| FSM   | Free School Meals   |
| GCSE  | General Certificate of Education  |
| GLD   | Good Level of Development   |
| HMCI  | Her Majesty's Chief Inspector   |
| HR    | Human Resources   |
| ICT   | Information, Communication and Technology   |
| IRO   | Independent Reviewing Officer   |
| JSNA  | Joint Strategic Needs Assessment  |
| KPI   | Key Performance Indicator   |
| KS1   | Key Stage 1: National Curriculum Years (NCYs) 1 and 2, ages 5-7; assessed at age 7.   |
| KS2   | Key Stage 2: NCYs 3, 4, 5, and 6, ages 7-11; assessed at age 11.  |
| KS3   | Key Stage 3: NCYs 7, 8 and 9, ages 11-14; no statutory assessment.  |
| KS4   | Key Stage 4: NCYs 10 and 11, ages 14-16; assessed at age 16.  |
| KTC   | Knowledge Transfer Centre   |
| LA    | Local Authority   |
| LADO  | Local Authority Designated Officer  |
| LARP  | Leicester Access to Resources Panel   |
| LCCIB | Leicester City Council Improvement Board  |
| LCT   | Leicester Children's Trust  |
| LDD   | Learning Difficulty or Disability   |
| LESP  | Leicester Education Strategic Partnership   |
| LLEs  | Local Leaders of Education  |
| LP    | Leicester Partnership   |

|        |   |
|--------|---|
| LPP    | Leicester Primary Partnership                                     |
| LPS    | Leicester Partnership School                                      |
| LSCB   | Leicester Safeguarding Children Board                             |
| LSOAs  | Lower Super Output Areas  |
| MACFA  | Multi Agency Case File Audit                                      |
| NCY    | National Curriculum Year  |
| NEET   | Not in Education, Employment or Training                          |
| NLEs   | National Leaders of Education                                     |
| NLGs   | National Leaders of Governance                                    |
| OFSTED | Office for Standards in Education, Children's Services and Skills |
| PEPs   | Personal Education Plans  |
| PI     | Performance Indicator   |
| PVI    | Private, Voluntary and Independent                                |
| QA     | Quality Assurance   |
| RAP    | Resource Allocation Panel   |
| RI     | Requires Improvement  |
| SA     | Single Assessment   |
| SALT   | Speech and Language Therapy                                       |
| SCR    | Serious Case Review   |
| SEN    | Special Educational Needs   |
| SEND   | Special Educational Needs and Disabilities                        |
| SIMS   | Schools Information Management Systems                            |
| SLCN   | Speech, Language and Communication Needs                          |
| SLEs   | Specialist Leaders of Education                                   |
| SMT    | Senior Management Team  |
| SRE    | Sex and Relationship Education                                    |
| TBC    | To be Confirmed   |
| TFL    | Tertiary Federation Leicester                                     |
| TP     | Teenage Pregnancy   |
| UHL    | University Hospitals Leicester                                    |
| WIT    | Whatever it Takes   |
| YOS    | Youth Offending Service   |

|     |                        |
|-----|------------------------|
| YPC | Young People's Council |
|-----|------------------------|

# **PUBLIC SESSION**

## **AGENDA**

### **FIRE / EMERGENCY EVACUATION**

If the emergency alarm sounds, you must evacuate the building immediately by the nearest available fire exit and proceed to the area outside the Ramada Encore Hotel on Charles Street as directed by Democratic Services staff. Further instructions will then be given.

#### **1. APOLOGIES FOR ABSENCE**

#### **2. DECLARATIONS OF INTEREST**

Members are asked to declare any interests they may have in the business to be discussed.

#### **3. MINUTES OF THE PREVIOUS MEETING**

**Appendix A  
(Pages 1 - 4)**

The minutes of the meeting of the Children, Young People, and Education Scrutiny Commission held on 21<sup>st</sup> March 2023 are attached and Members are asked to confirm them as a correct record.

#### **4. MEMBERSHIP OF THE COMMISSION 2023/24**

The Membership of the Commission will be confirmed and noted.

#### **5. DATES OF MEETINGS FOR THE COMMISSION 2023/24**

Members will be asked to note the meeting dates of the commission of 2023/24.

#### **6. CHAIR'S ANNOUNCEMENTS**

#### **7. PETITIONS**

The Monitoring Officer to report on the receipt of any petitions.

The Monitoring Officer informs that a petition has been received as follows:

“We, the undersigned, request Following a city-wide review of funding for

special educational needs and disabilities (SEND), Leicester City Council is consulting on a proposal to withdraw the funding provided to Ash Field Academy to support its residential education services.

The withdrawal of this funding is very likely to force Ash Field to close its residential setting. Ash Field does not receive sufficient funding from other sources to maintain the service without it. There are no comparable services offered by any other state-funded education setting in the city. This will have a devastating impact on the highly vulnerable pupils who attend, all of whom have complex special educational needs. It will also cause enormous upset and stress for their families and communities, and represent an immeasurable loss to the education landscape in Leicester.

We believe that the withdrawal of this funding is a grave error. We call upon Leicester City Council to reconsider their proposal, and work with Ash Field and its stakeholders to preserve this badly needed service.”

The Monitoring Officer advises that this petition has received 1261 verified signatures. Under the Council’s Petition’s Scheme, the petition has met the requirement for a senior officer to provide evidence at the meeting in relation to this petition. The Lead Petitioner has been asked to introduce their petition, to which a senior officer will respond.

**8. QUESTIONS, REPRESENTATIONS, AND STATEMENTS OF CASE**

The Monitoring Officer to report on any questions, representations, or statements of case received.

**9. ASH FIELD ACADEMY RESIDENTIAL PROVISION - CONSULTATION FINDINGS** **Appendix B (Pages 5 - 102)**

The Strategic Director or Social Care and Education submits a report detailing the findings on the proposed reduction in high needs block funding for Ash Field Academy’s Residential Provision.

**10. INTRODUCTION TO CHILDREN'S, YOUNG PEOPLE AND EDUCATION SERVICES (CYPE) - VERBAL PRESENTATION** **Appendix C (Pages 103 - 106)**

The Strategic Director for Social Care and Education will provide a verbal introduction to the commission on Children’s, Young People and Education Services.

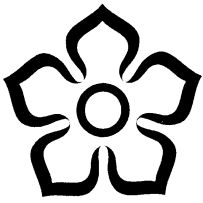
**11. WORK PROGRAMME**



Members of the Commission will be asked to consider items for the future work programme.

## **12. ANY OTHER BUSINESS**





Leicester  
City Council

Minutes of the Meeting of the  
CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION

Held: TUESDAY, 21 MARCH 2023 at 5:30 pm

P R E S E N T :

Councillor Batool (Chair)

Councillor Dr Moore

Councillor Riyait

Also Present

Councillor Cutkelvin – Assistant City Mayor  
Jennifer Bradbury – Union Representative

\* \* \* \* \*

**62. APOLOGIES FOR ABSENCE**

Apologies were received from Councillor Willmott.

**63. DECLARATIONS OF INTEREST**

Members were asked to declare any interests they may have had in the business to be discussed.

There were no declarations of interest.

**64. MINUTES OF THE PREVIOUS MEETING**

AGREED:

1. That the minutes of the meeting of the Children, Young People and Education Scrutiny Commission held on 24 January 2023 be confirmed as a correct record.

**65. CHAIR'S ANNOUNCEMENTS**

The Chair noted that this was the final Commission meeting of the municipal year. The Chair thanked Commission Members and Youth Representatives for their contributions and thanked Officers for supporting the Commission.

## **66. PETITIONS**

The Monitoring Officer reported that none had been received.

## **67. QUESTIONS, REPRESENTATIONS, AND STATEMENTS OF CASE**

The Monitoring Officer reported that none had been received.

## **68. EDUCATION PERFORMANCE REPORT 2022**

The Strategic Director of Social Care and Education submitted a report outlining the education outcomes and attainment in Leicester for 2022.

The Principal Education Officer presented the report, it was noted that:

- The report aimed to show the change in performance from pre- to post-pandemic at different Key Stages, including comparisons to other Local Authorities and nationally. The report also aimed to share data which would show the difference in performance by different demographics.
- Drops in performance in Leicester were smaller in KS2 and KS4 than nationally but larger in KS1 and Foundation than nationally. Although Leicester was low nationally in terms of KS2 and KS4 performance, the improvement children showed between KS1 and KS4 was better than average showing that the schools were adding value.
- FSM children were doing better in Leicester than national peers. Boys continued to do worse than girls, and an improvement in SEND performance was also seen.
- National figures showed that there was room for improvement with the performance of Asian children in Leicester.
- White heritage children continued to do less well compared to other ethnic groups.

In response to questions from Members and Union Representatives it was noted that:

- It was thought that readiness for school being impacted by the pandemic was a big reason for lessened performance at lower years, however the importance of readiness for school was apparent even before the pandemic.
- There was a readiness for school steering group with various partners, the aim was to connect work to have a stronger impact.
- Family Hubs would be a key part of bringing early years work out into the community.
- The Child Wellbeing Survey showed that there was a significant group who struggled to make it to school, this was the same group who struggled with food access.
- There was sufficiency of funded early education places across the city, however some of these places had become more inconvenient for

families in terms of logistics. There were also issues with providers not having the finances to stay open and having staffing issues.

- There was currently a consultation on Public Health Nurses, which would result in proposals on the position of these Nurses going forward. There had always been a recruitment problem in this area.
- Performance data was not released by school this year due to the impacts of the pandemic, provisional results by school were available on the DfE website for KS4. However, Ofsted now judged by provision instead of by the data.
- There had been an increase in performance in reading, writing, and maths by those with EHCPs, however attainment levels were still very low.
- There were challenges in ensuring parents who were eligible signing up for FSM for their children. It was hoped that community support would be able to encourage those eligible to sign up. There was a form for those with no recourse to public funds to sign up for FSM.

AGREED:

1. That the Commission requests that the data from next year be brought to the Commission to consider.
2. That the Commission requests that Officers consider options for the expansion of the Free School Meals scheme.

#### **69. UPDATE ON ENGAGEMENT WITH SCHOOLS FOLLOWING RECENT ISSUES IN THE EAST OF LEICESTER**

The Director of Children's Social Care and Community Safety, and the Principal Education Officer, provided a verbal update on engagement work with schools following the disorder in the east of the city in September 2022. It was noted that:

- There were a number of initiatives following the unrest including engagement with community leaders. This community outreach struggled to reach younger people through existing relationships in the Youth Service.
- A strand of work was developed specifically around youth engagement following the unrest, with particular focus on young adults, this was led by Community Safety Officers.
- The Council worked closely with schools on this. Schools did not report any major issues or tensions following the unrest. The lines of communication were there for any incidents to be reported quickly and handled.
- Close work with partners continued, regular meetings with community leaders were ongoing. The Safer Leicester Partnership had oversight of community cohesion.
- Ideas of new ways of engaging with schools and the Youth Council were being considered.

There was a discussion on the nature of community engagement with young

people, it was noted that many younger people did not engage with the same community leaders that the Council was linked with and that those who most needed that engagement were often the hardest to reach. Officers made clear that their intention was to link up with the younger community and that this ambition was shared by the Police.

It was noted that Police were building intelligence on the incidents, so they had links with the individuals involved.

It was noted that there had been good involvement in the engagement process from Ward Councillors.

It was noted that no extra resources were being provided by Government for this work so the Commission suggested that a case to the Home Office could be made regarding resources. It was noted that the upcoming VCSE Strategy aimed to increase links with relevant organisations such as Youth Clubs to help with this work as Council resources alone were not sufficient.

AGREED:

That the Commission notes the update and asks Officers to consider comments made.

#### **70. WORK PROGRAMME**

It was noted that as this was the final Commission meeting before the election, a new Work Programme would be set following the election.

#### **71. ANY OTHER BUSINESS**

There being no other business, the meeting closed at 6.45pm.

# Children's, Young Persons & Education Scrutiny Commission Report

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Review of Ash Field Academy's  
Residential Provision

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Date of meeting: 11 July 2023

Lead member: Cllr Vi Dempster

Lead director/officer: Martin Samuels

## Useful information

- Ward(s) affected: All
- Report author: Tracie Rees
- Author contact details: Tracie.Rees@Leicester.gov.uk
- Report version number: 1.4

## 1. Summary

- 1.1. The purpose of this report is to provide details of the findings, following a consultation exercise proposing to end funding of over £400k per annum for the Residential Provision at Ash Field Academy from 1 September 2024 (Appendix 1).
- 1.2. Ash Field Academy is a special school, providing education to children and young people between the age of 4 to 19 years with additional learning, communication and sensory needs ranging from profound and multiple learning / physical disabilities to moderate learning disabilities. All pupils attending the school have an Education, Health and Care Plan (EHCP). Both the school and its residential provision is rated as outstanding by OFSTED, and the quality of support offered to the children and young people is not in question.
- 1.3. The provision is currently funded via the High Needs Block (HNB), which overspent by £4.6m in 2022/23. The HNB is intended solely for provision of education and should not be spent on non-educational activities.
- 1.4. A formal consultation was launched on 26 September 2022 and closed on 9 January 2023. Council Officers met with pupils, their families / carers, staff and their union representatives during December 2022 and January 2023. A total of 378 respondents replied via the Council's Citizen Space platform (Appendices 2a and 2b). Information and testimonials were also submitted by some pupils.
- 1.5. A formal petition was also submitted, with a total of 1261 valid signatures (1809 not valid), triggering a formal discussion with senior officers. It is proposed the petition will be discussed as a separate, but linked item at the Children's, Young Persons & Education Scrutiny Commission meeting on 11 July 2023.
- 1.6. Of the 378 responses submitted:
  - 94% did not support the proposal
  - 3% were in support of the proposal
  - 2% partially supported the proposal
  - 1% did not respond to the question

The key concerns and the Council's responses are detailed at paragraph 5.4.



- 1.7. Despite the objections, the consultation exercise found little justification for funding the residential provision from the High Needs Block, and the social learning benefits offered by the provision could be delivered within the normal 25-hour school week (as it is in other schools). The provision is used by 35 to 45 (22-28%) of the 160 pupils attending the school, which demonstrates the academy can meet the needs of its other children and young people within the normal 25-hour school week.
- 1.8. The cost of the provision equates to approximately £10k per pupil, per year, which is in addition to the monies paid by the local authority for the education provision at the school. It should be noted that as of 31 August 2022, the Academy had £2.7m of revenue reserves, nearly 46% of its annual revenue budget of £5.98m. It may be open to the Academy to draw on this funding to continue operating the provision.
- 1.9. Therefore, it is recommended that the funding for the service is withdrawn from September 2024 as detailed at Option 3, and that the council should work with the academy, to explore the potential for alternative funding, other than from the council for the provision, although no guarantee can be made. It should also be noted that the Council is looking to cease the funding, but any decision to close the facility will be for Ash Field Academy.

## **2. Recommended actions/decision**

- 2.1. The Children's, Young Persons & Education Scrutiny Commission is recommended to note the content of the report and provide comment / feedback on the outcome of the consultation exercise, which proposes the withdrawal of the funding for the residential provision with effect from 1 September 2024.

## **3. Scrutiny / stakeholder engagement**

- 3.1. Details of the communications and engagement for the consultation plan and activities are detailed at Appendix 3.
- 3.2. The Academy governors, pupils, families / carers and staff and their union representatives have been engaged throughout the review process and were informed prior to the launch of the consultation in September 2022, which had been delayed due to the death of HM The Queen.
- 3.3. A discussion took place at the Schools' Forum on 21 September 2022 and involved a presentation of the proposal for the consultation.
- 3.4. A report was taken to Children, Young People and Education Scrutiny Commission on 25 October 2022, where an extensive discussion took place. The conclusions from the Commission were;

- a) noting the content of the report,
- b) extension of the consultation period,
- c) comments and suggestions from the commission are fed into the consultation,
- d) the commission object to the withdrawal of funding in principle from Ash Field Academy and
- e) officers engage further to explore expanding their residential provision to take in other children from across the city, and if the school decides to expand their provision the council to assist finding alternative funding sources and provide funding through its general fund or other services funds such as the NHS.

- 3.5. A meeting was held with school staff, parents and pupils on 7 December 2022 to discuss the proposals of the consultation and make representations to the council regarding the provision (see appendix 4 and 5a, 5b and 5c for full details). A further meeting was held on 6 January 2023 with Cllr Cutkelvin in attendance to meet staff, pupils and parents.
- 3.6. City of Leicester Association of Special Schools (CLASS) and the Parent Carer forum were contacted and informed about the consultation.
- 3.7. The Department of Education requested details on the consultation, which were shared in November 2022.

#### **4. Background and options with supporting evidence**

- 4.1. Executive approval was given for a formal consultation exercise to take place, proposing to cease the funding for Ash Field Academy's Residential Provision from the High Needs Block (HNB) with effect from 1 September 2024. The HNB is ring fenced for the provision of education and with the increased number of children and young people being assessed as needing an Educational Health and Care Plan (EHCP) priority needs to be given to the education of these children.
- 4.2. The High Needs Block for the local authority was overspent by £4.6m in 2022/23, resulting in the LA's overall DSG (dedicated schools grant) reserve being £6m as at 31 March 2023. The local authority is required to submit a deficit recovery plan to the Education Skills Funding Agency (ESFA) by September 2023 detailing how the Council will eradicate the now recurring annual overspend from the High Needs Block and the LA's overall DSG deficit position.
- 4.3. Extensive consultation and engagement took place between September 2022 and January 2023, and the feedback has been collated and analysed to inform this report and recommendations for the City Mayor / Executive to consider.
- 4.4. Based on the details and information gathered 3 options have been considered, as detailed at paragraph 5.15. Option 3 is the preferred option, which seeks to remove the funding from the High Needs Block with 1 September 2024.

## 5. Detailed report

5.1. This report summaries the findings of the consultation, key themes identified and the council's response, and how the Equality Impact Assessment (EIA) has been taken into consideration. It then provides some comparator information of pupils accessing residential support from Ash Field, and other special schools at Nether Hall and Westgate, with similar disabilities before drawing to a conclusion.

### Consultation findings summary

5.2. The consultation findings report (Appendix 2a) confirmed there were 378 respondents to the consultation. Of those responding 356 (94%) were not in support of the proposal, 7 (2%) partially supported the proposal, and 12 (3%) support the proposal, 3 (0.8%) did not answer the question. All individual comments can be found in Appendix 2b.

5.3. The key themes identified in the feedback received have been categorised as follows:

1. The provision is educational
2. It's immoral to close the provision
3. There is no alternative provision available
4. The provision is supportive and provides respite
5. There is the need to explore alternative funding for the provision
6. The provision is cost effective in the long term
7. It is a social opportunity for the pupils at Ash Field Academy
8. Concern over staff redundancies
9. A recognition of the value of the provision

5.4 In response to each of these points above:

#### 1. The provision is educational

5.4.1. The education aspects of Education, Health, and Care Plans (EHCPs) are written for the identified education need, and provision is required to be delivered during the 25 hours of the normal school week. It should be noted that there are children with similar disabilities who are attending other special schools that do not have a residential provision and they are able to deliver these requirements of their EHCPs within the 25-hour school week. Also, there no teaching staff allocated to the Ash Field residential provision.

5.4.2. In the Children and Families Act 2014 (annex 3 of the Code of Practice) certain types of healthcare or social care support may be considered as educational and training. This requirement would need to be recorded in Section F of a child's EHCP, meaning the local authority would be required to ensure this provision was available and this would be funded from the High Needs Block. None of the children or young people attending Ash Field Academy have this requirement documented in their EHCPs.

5.4.3. Recommendations around provision within EHCPs, are made by a range of professional including Heath, Social Care, the school and Educational

Psychologist, as part of the annual review process. The final decisions on EHCPs are made by the Resource Allocation Panel, made of multi-disciplinary professionals.

## **2. It's immoral to close the provision**

5.4.4. Whilst we recognise the provision is Ofsted rated outstanding, the conditions on how the high need block grant is spent are clearly outlined by the government, within the Children's and Families Act 2014. Leicester City Council, despite a range of interventions to date to manage the HNB expenditure continues to experience statutory demand for high needs support exceeding the grant resources available. Therefore there is a requirement to look at all other options to reduce this overspend and resultant deficit.

## **3. There is no alternative provision**

5.4.5. An alternative to the provision at Ash Field Academy exists and is available for pupils through the Disabled Children's Service (DCS). This alternative service is managed by Leicester City Council and provides short break/ respite provision or offers a personal budget through which families can buy the package of support that best suits their needs. There are currently 283 children and young people in receipt of such support, which is based on a statutory assessment and provided with a funded package for social care support.

5.4.6. Included in the 283, there are approximately 30 who attend Barnes Heath House on a regular basis for overnight respite. The average stay is 2 nights per month. However, priority is given to children who are looked after who have complex needs, and this does impact on the number of children and young people who can receive respite support at that facility. There is currently a strategic review in progress regarding short breaks within the council, and the proposal to cease funding for Ash Field Residential Provision only in September 2024 allows the council time to have completed the review and implemented any changes needed.

## **4. The provision is supportive and provides respite**

5.4.7. It is fully recognised that the residential provision provided at Ash Field Academy is supportive and provides respite, as stated by staff and parents throughout the engagement and consultation. However, the High Needs Block is specifically ringfenced for education provision. Therefore, should there be social care or health needs of the pupils, this would need to be funded through alternative routes, either the local authority's General Fund or via the NHS.

## **5. There is the need to explore alternative funding**

5.4.8. There is potential for alternative funding for the provision to be identified from other sources, be it from the NHS or through a funded package of social care support, and it is recommended that officers help facilitate this, working alongside the school. There is the option for the school to look at funding through raising charitable funds themselves and seeking parental contributions, where possible.

## **6. The provision is cost effective in the long term**

5.4.9. It was suggested from many contributors throughout the engagement and consultation process that the young people accessing the service have greater independence and therefore fewer needs from social care, although there is no evidence to show this will be the case.

Additionally, the provision was seen as preventative in terms of mental health, wellbeing and preparing for adulthood. However, these skills can and should be included within the curriculum for all pupils, as they are in other Special Schools.

## **7. It is a social opportunity for pupils at Ash Field Academy**

5.4.10. It is recognised the provision offers social opportunity for pupils who would not normally have access to community or social activities due to their complex health conditions, as stated by several pupils and parents, in a safe environment with trained staff. Whilst the Council recognises the social benefits the residential provision provides to 35 to 45 of the 160 pupils attending the academy, the school could choose to offer after school clubs and groups to enable its children and young people to experience social activities.

A residential review also took place at Millgate School in 2021, with similar issues raised. The final recommendation identified that whilst the provision was excellent, it was not educational as described in section F of the pupils EHCPs, and an agreement was reached to withdraw the funding. The Trust has since reviewed its budgets and identified an approach to continue operating the provision by offering social care residential placements on a longer-term basis.

## **8. Concern over staff redundancies**

5.4.11. The consultation feedback identified staff redundancies as a concern. It should be noted that it would be a choice of the school whether they chose to close the provision rather than a direct decision by the council.

## **9. Recognition of the value of the provision**

5.4.12. Whilst it has been recognised throughout the engagement and consultation process that the residential provision at Ash Field Academy is noted as outstanding by Ofsted. The provision costs approximately £400k per annum and only supports 35 to 45 (22-28%) of the 160 pupils attending the school.

It should be noted that there are over 1,000 pupils based in Special Schools across the City, who do not have access to this type of provision, and whilst it would be good to offer this to all pupils with special educational needs and disabilities, unfortunately, the funding is not available, and priority needs to be given to the provision of education.

## **Consultation meetings feedback**

5.5. Meetings were held with pupils, families / carers, staff, and their union representatives in December 2022, and again in January 2023, see Appendices 4 (local authority records), 5a, 5b and 5c (Ash Field Academy records). A range of themes from these discussions included:

- Opportunity for pupils to gain further skills and socialise in a safe environment with their peers. Also, that they have learnt so much from accessing the provision.
- It takes young people with disabilities longer to learn than can be done in the standard 25-hour school week, such that this provision offers extra support to learn.
- Provides families with valuable respite, and the risk potential of family break downs, if it was not available.
- The provision is educational for the pupils and if the provision closes there would be further costs for social care.
- Wanting to understand the reasons for the proposed withdrawal of the funding.
- That it is an outstanding facility and therefore why change it?
- The impact pupils felt it would have on them if it was not available to them and to future pupils.
- The perception from staff that references to residential provision have been removed from section F of EHCPs.

5.6. The questions and points raised during the discussions are noted within the appendices, however the council wish to be clear that the use of residential provision to support children and young people in educational provision is rare. For most pupils, the type of skills gained in this provision can be supported within the usual school day. In exceptional cases where residential provision is recommended it is predominantly due to social care needs or a full-time arrangement (38- or 52-week provision) due to the high complexity of need. This would therefore not apply to pupils attending Ash Field Residential provision as this a temporary part-time provision, should their needs change recommendations can be made by professionals at annual review meetings.

5.7. Additional emails and letters were received in response to the consultation and can be found in appendix 6. A health professional also submitted a Safeguarding Policy which can be found on Ash Field Academy School website [safeguarding-and-child-protection-policy-nov-22-rd-sept-23.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#) , in reference to providing a safety net in terms of social care. There is no evidence to demonstrate the residential provision is used for children and young people who have a statutory social care need for this type of support.

### **Children, Young People and Education Scrutiny Commission (October 2022)**

5.8. A report was taken to the commission to discuss the proposals on 25 October, leading to extensive discussions, and representations made by a parent of a former pupil and a staff union member. Details of the meeting and discussion can be found here [Agenda for Children, Young People and Education Scrutiny Commission on Tuesday, 25 October 2022, 5:30 pm \(leicester.gov.uk\)](#). The Commission moved to object to the funding being withdrawn and requested officers engage with Ash Field Academy to explore expanding their residential provision to take children from across the city and if the school decided to expand their provision the council to assist funding alternative funding sources and provide funding through its general fund or other services such as the NHS.

Officers have engaged with the Head Teacher and Governors, but they have refused to consider other funding options until after a decision is made about the funding.

**Comparator Information** (Ash Field / Nether Hall and Westgate)

5.9. Table 1. below shows the number of pupils from Ash Field, Nether Hall and Westgate who access the short breaks services, accessing either Direct Payments or Barnes Health Provision. For reference the identified health conditions of those pupils is also included. This shows similar conditions across both Ash Field, Nether Hall and Westgate. Of the 20 pupils who access Barnes Health from the 3 schools above, 8 of those pupils also access the residential provision at the Ash Field Academy.

Table1: Breakdown by school

| School                          | Direct Payment | Barnes Health | Health Conditions  |
|---------------------------------|----------------|---------------|--|
| Ash Field Academy (160 pupils)  | 48             | 7             | Physical, Profound & Multiple learning Disabilities, Visual Impairment, Medical, Severe Learning Difficulties, Language Delays, General Learning Difficulties, Epilepsy, Downs Syndrome. |
| Nether Hall School (132 pupils) | 37             | 6             | Physical, Profound & Multiple learning Disabilities, Visual Impairment, Medical, Severe Learning Difficulties, Language Delay, General Learning Difficulties, Autism.                    |
| Westgate School (180 pupils)    | 43             | 8             | Medical Epilepsy, Language Delay, General Learning Difficulties, Communication, Interaction, Autism.   |

**Conclusion**

5.10. This report has sought to address whether the £400k used to fund Ash Field Academy is the correct use of the High Needs Block (HNB) funding grant, for education provision. It has been acknowledged throughout the review and subsequent consultation the Ash Field Academy’s Residential Provision, is an Outstanding provision as recognised by OFSTED and continues to be highly valued by pupils and parents who access this facility.

5.11. As stated above the HNB is part of the DSG from the government with clear criteria on how it can be spent. This budget is ring-fenced and therefore no additional monies can be added to or transferred out and used in other areas. Like many other local authorities nationally Leicester City’s HNB is in significant deficit on an annual basis, however there are clear expectations on the local authority from the DfE to develop a recovery plan to ensure this deficit is eliminated. The LA have already taken significant steps to address the deficit and this has required an in-depth review of all areas of spend in the HNB, resulting in funding reviews, including in the areas of Special School funding, Millgate Residential Provision and Mainstream School top-up funding.

5.12. The review of Ash Field Academy's Residential Provision was not to ascertain whether it was a good provision, but to understand if the funding of this provision meets the conditions of the HNB grant. Educational provision as defined in the grant, is "that outlined in Section F of an EHCP", as identified by professionals. The grant conditions are clear that any funding to meet health or social care needs should be funded by relevant agencies.

5.13. It has been identified that there are pupils with similar needs who are attending other Special Schools within the City, these pupils have their preparing for adulthood needs met, through the 25 hour a week curriculum. Their only access to residential provision would be through the Council's Barnes Heath House provision. Additionally, of the 160 pupils in Ash Field Academy only 35 to 45 access the residential provision, and all other pupils within the school have these needs met within the school day.

5.14. In conclusion, the recommendation of the review is that whilst it is an outstanding provision, it is not a requirement in section F of the EHCP of any of the pupils attending the academy, therefore, it should not be funded from the High Needs Block grant.

#### **5.15. Summary of the options with preferred option**

##### **Option 1: Do nothing and continue to fund the provision from the High Needs Block**

###### Advantages

- Provision remains open to the pupils at Ash Field School.
- Potentially less demand for the local authorities Disabled Children's Service.

###### Disadvantages

- Provision continues to put additional strain on the High Needs Block funding, at a time when the Council must develop a recovery plan, detailing how the local authority is going to bring the overspend back into budget.
- Continues the inappropriate use of the High Needs Block funding.
- There are only a small number of pupils with EHCPs in the city and those pupils attending the school who can access the residential provision

##### **Option 2: Continue to fund the Ash Field Academy provision, via the LA general funds, and to widen access to pupils beyond the school**

###### Advantages

- Provision remains open to the pupils at Ash Field School
- Expansion of short break provision availability in the City
- Potentially less demand for the local authorities Disabled Children's Service
- Equality of provision availability for all pupils with EHCPs in the City



### Disadvantages

- The general fund is overspent and cannot fund a non-statutory service
- Reduced access to current pupils from Ash Field Academy
- Unclear if Ash Field Academy can support/accept external pupils and registration implications

**Option 3: (Preferred) Cease funding the provision from September 2024, and the LA to work with the school to find alternative funding as the school has indicated it would be interested in doing so.**

### Advantages

- Reduction on the High Needs Block grant overspend and the inappropriate use of the grant.
- Equality of provision availability for all pupils with EHCPs in the City

### Disadvantages

- Potential increase in demand for Disabled Children's Service short break service.
- If the Academy chose to close the provision because of the funding ceasing, there may be some staff redundancies.

5.16. Option 3 is the preferred option, ceasing the funding for the residential provision from the High Needs Block. If the academy ceases the provision this would be their choice whether or not to close or reduce the provision.

## 6. Financial, legal, equalities, climate emergency and other implications

### 6.1 Financial implications

6.1.1 Once a decision has been made the LA will need to seek further approval from the DfE to reduce Ash Field's HNB funding for the residential provision.

6.1.2 Whilst approval may be required the DfE are also emphasising the need for LAs to ensure that HNB funding is being used appropriately as one element in the LA's efforts to reduce their in year and cumulative DSG (dedicated school grant) deficits. As per the HNB operational guidance, DSG HNB funding can only be used to meet the educational costs of pupils. Some children and young people may require residential educational placements, particularly those with the most complex needs, which are full time in nature and under these circumstances this would be paid for by the HNB.

6.1.3 The LA has been incurring significant in year deficits in the HNB funding, as a result of rising demand for EHC plans outstripping the additional funding provided by the DfE. The deficit between grant allocation and expenditure in 2022/23 is £4.6m (£6.1m in 2021/22) which means the LA's cumulative deficit on its DSG reserves is now £6m at the end of March 2023.

- 6.1.4 Government has extended the legislation they put in place in 2020 which means that LA's DSG deficits cannot be funded from LA's general funds to prevent council tax services being cut to fund the education budget. The legislation runs out in March 2026 and the DfE have indicated that there will be *no* further extension. The DfE have said that *'it is crucial during this extension, we all play our part. Alongside the SEND improvement plan, the DfE will support all LAs to look at what positive action can be taken now to bring high needs costs under control, to bring down DSG deficits and to prepare for wider SEND system reform... which would address the unintended consequences of the 2014 reforms.'*
- 6.1.5 This means that pressure is being applied to the LA to eliminate the HNB deficits and the LA is currently drafting a management recovery plan which is a requirement for all LAs with a DSG deficit.
- 6.1.6 As outlined in the report the LA has taken steps already to reduce the cost of HNB provision (special school funding review including the phasing out of non-educational residential provision at Millgate, review of SEND support to mainstream schools together with expansion of in-house capacity to avoid high-cost independent sector placements).
- 6.1.7 The preferred proposal in this report to end HNB funding for this provision would make a further significant impact on reducing our underlying HNB deficit.
- 6.18 The general fund budget for the disabled children's service is already being used to ensure that the LA is meeting its statutory obligations for the cohort of children and young people with needs. There is considerable pressure on this service as demand has increased in recent years. The LA's severe overall financial position has been outlined and emphasised in the 2023/24 budget report. The LA is not in a position to expand and pay from the general fund further provision to the extent that it is non-statutory.
- 6.1.9 For context, as at 31 August 2022 Ash Field academy trust had £2.73m of revenue reserves which is 45.6% of their annual revenue of £5.98m. Our in-house special schools equivalent percentages are considerably lower at 1.7%, 3.6%, 9.2% and -35.6%.

*Martin Judson, Head of Finance*

## 6.2 Legal implications

Part 3 of the Children and Families Act 2014 sets out the duties placed on Local Authorities for children and young people in England with SEND. High Needs Block (HNB) funding provides the funding for support packages for an individual with special educational needs in a range of settings. The purpose of the HNB is to ensure equality and equity of opportunity for all children and young people irrespective of their need.

It should be noted that some of the decision-making around SEN provision, particularly the level of provision and type of placement to be provided under an EHCP, can be determined by the SEND Tribunal regardless of the authority's position. If educational provision is

specified in an EHCP, the local authority is under a duty to secure that. It is therefore important to ensure that residential provision is not specified in any individual EHCPs.

The preferred option highlights a potential saving. When taking decisions, the Council needs to be mindful of the welfare of the children and young people who may be affected and not simply seeking to address financial concerns. The decision to cease the funding from the HNB does not necessarily mean the residential provision will close; the future of the provision is a decision for the Academy.

Julia Slipper, Principal Lawyer (Education & Employment), tel: ext 6855

### 6.3 Equalities implications

- 6.3.1 Under the Equality Act 2010, public authorities have a Public Sector Equality Duty (PSED) which means that, in carrying out their functions, they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act, to advance equality of opportunity between people who share a protected characteristic and those who don't, and to foster good relations between people who share a protected characteristic and those who don't.
- 6.3.2 Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 6.3.3 The report recommends ceasing funding the residential provision from September 2024. This has been covered in the Equality Impact Assessment (Appendix 7) on the residential provision and that is part of a wider review of the operating model.
- 6.3.4 There is potential that if funding is removed and alternative provision/funding is not found, it will impact on disabled children and their families that are currently using the residential provision, and this is likely to be a disproportionate negative impact for the protected characteristics of age and disability, particularly on those children with complex needs. It is therefore important to review the Equality Impact Assessment to monitor with any potential risks identified and consider if any mitigations are possible.
- 6.3.5 The report also references a potential mitigation of using Disabled Children's Service short break service but recognises the increased demand on the service may not be sustainable and that many children may not be eligible for the service. As such it must be recognised some direct support may need to be given to the children and their families to adjust, should the residential placements cease if funding is removed.

Kalvaran Sandhu, Equalities Manager, Ext 6344

### 6.4 Climate Emergency implications

6.4.1 There are no significant climate emergency implications directly associated with this report.

Aidan Davis, Sustainability Officer, Ext 37 2284

6.5 Other implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

None

**7. Background information and other papers:**

**8. Summary of appendices:**

Appendix 1: Ash Field Academy Consultation Details

Appendix 2a: Ash Field Academy Consultation Findings Report

Appendix 2b: Ash Field Academy Consultation anonymised comments

Appendix 3: Ash Field Academy Consultation: Communications Plan

Appendix 4: Record of questions, answers, and statements from 7 December 2022 engagement meeting – LA Record

Appendix 5a, b & c, Staff, Parents and Pupils consultation meeting 7 December 2022 – Ashfield Record

Appendix 6: Ash Field Academy Residential Provision consultation emails received

Appendix 7: Equality Impact Assessment

**9. Is this a private report (If so, please indicate the reasons and state why it is not in the public interest to be dealt with publicly)?**

**10. Is this a “key decision”? If so, why?**

# Ash Field Academy Residential Provision

## Overview

Ash Field Academy provides education and support to children and young people between the ages of 4 and 19 years of age, who have complex health and medical needs. All pupils have an Education, Health and Care Plan (EHCP).

The school has capacity for 160 pupils and currently provides overnight residential provision for up to 18 pupils per night, four nights per week during term time. Annually, 35-45 (22-28%) of Ash Field Academy's pupils are accessing the residential provision. Many of the pupils accessing the service have profound and multiple disabilities and require specialist care and facilities to support them.

Whilst staying in the residential facilities, pupils are involved in various leisure activities and have opportunities to practice their independence skills. Staying in the residential provision and the activities included are free of charge to pupils and parents.

None of the school's pupils have an EHCP stating residential provision is required, and no teaching staff are employed to deliver the service. However, there are a number of non-teaching staff employed by the Academy to deliver support and care for the pupils during their stay in the residential provision.

Ash Field Academy's residential provision is currently funded by the High Needs Block (HNB) grant which Leicester City Council receives from the Government to deliver educational services. The HNB grant is not intended for non-educational activities or services.

It is acknowledged the academy provides an outstanding residential service for its pupils and is highly regarded by all who use or are involved in the facility, not least the pupils and their parents/guardians. The service isn't accessed by all pupils at the academy and is not available to children with SEND who aren't pupils of the academy, of which there are over 1,000 across the city.

The council does have a legal duty to provide short breaks / respite support for some eligible children and young people with SEND, however this is supported through the council's Disabled Children's Service.

The purpose of this consultation is to invite views on whether the council should cease HNB funding for the residential provision from August 2024. The HNB is intended for educational services for SEND pupils across the city.

It should be noted that at this stage no decision has been made regarding withdrawal of funding for the residential facility.

If the post-consultation decision is to no longer fund the residential provision with the HNB grant, the council would work with Ash Field Academy to identify potential alternative funding.

## About you

### Are you responding as....

*Please select only one item*

- Pupil at Ash Field Academy who uses the school's residential support services
- Pupil at Ash Field Academy who does not use the school's residential support services
- Parent of a pupil at Ash Field Academy who uses the school's residential support services
- Parent of a pupil at Ash Field Academy who does not use the school's residential support services
- Member of Ash Field Academy residential staff
- Member of Ash Field Academy school staff or governors
- Member of staff or governor at another school
- Parent of a pupil who attends another school
- Member of Leicester City Council staff
- Health professional
- Local resident
- Other

If Other, please specify

### What is your postcode?

Please note: we collect postcode data to gain a better understanding of which parts of the city / county respond to our consultations. We cannot identify individual properties or addresses from this information.

## The proposal

It is proposed to cease HNB funding for the residential provision from August 2024. The HNB is intended for educational services for SEND pupils across the city.

It should be noted that at this stage no decision has been made regarding withdrawal of funding for the residential facility.

If the post-consultation decision is to no longer fund the residential provision with the HNB grant, the council would work with Ash Field Academy to identify potential alternative funding.

Do you agree with the proposal to cease HNB funding for Ash Field Academy's residential provision?

*Please select only one item*

- Yes  
 No  
 Partially

If you disagree with the proposal (or only partially agree), please indicate why.

## Supporting documentation

Please upload any relevant documentation to support your comments

## Equality monitoring

The information you provide in this final section of the questionnaire will be kept in accordance with terms of current Data Protection legislation and will only be used for the purpose of monitoring.

Your details will not be passed on to any other individual, organisation or group. Leicester City Council is the data controller for the information on this form for the purposes of current Data Protection legislation.

### Ethnic background:

*Please select only one item*

- Asian or Asian British: Bangladeshi
- Asian or Asian British: Indian
- Asian or Asian British: Pakistani
- Asian or Asian British: Any other Asian background
- Black or Black British: African
- Black or Black British: Caribbean
- Black or Black British: Somali
- Black or Black British: Any other Black background
- Chinese
- Chinese: Any other Chinese background
- Dual/Multiple Heritage: White & Asian
- Dual/Multiple Heritage: White & Black African
- Dual/Multiple Heritage: White & Black Caribbean
- Dual/Multiple Heritage: Any other heritage background
- White: British
- White: European
- White: Irish
- White: Any other White background
- Other ethnic group: Gypsy/Romany/Irish Traveller
- Other ethnic group: Any other ethnic group
- Prefer not to say

If you said your ethnic group was one of the 'Other' categories, please tell us what this is:

### Age:

*Please select only one item*

- under 18
- 18 - 25
- 26 - 35
- 36 - 45
- 46 - 55
- 56 - 65
- 66+
- Prefer not to say

## Sexual orientation. Do you consider yourself to be ...

Please select only one item

- Bisexual
- Gay / lesbian
- Heterosexual / straight
- Prefer not to say
- Other (please specify)

## Disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities and has lasted or is likely to last for at least 12 months. People with HIV, cancer, multiple sclerosis (MS) and severe disfigurement are also covered by the Equality Act.

Do you consider yourself to be a disabled person?

Please select only one item

- Yes
- No
- Prefer not to say

If you have answered **'Yes'** to the above, please state the type of impairment that applies to you. People may experience more than one type of impairment, in which case you may need to tick more than one box. If none of the categories apply, please tick 'Other' and state the type of impairment.

Please select all that apply

- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health difficulty, such as depression, schizophrenia or anxiety disorder
- A physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches
- A social / communication impairment such as a speech and language impairment or Asperger's syndrome / other autistic spectrum disorder
- A specific learning difficulty or disability such as Down's syndrome, dyslexia, dyspraxia or AD(H)D
- Blind or have a visual impairment uncorrected by glasses
- Deaf or have a hearing impairment
- An impairment, health condition or learning difference that is not listed above (specify if you wish)
- Prefer not to say
- Other

If Other, please say



How would you define your religion or belief?

*Please select only one item*

- Atheist
- Bahai
- Buddhist
- Christian
- Hindu
- Jain
- Jewish
- Muslim
- Sikh
- No religion
- Prefer not to say
- Other

If Other, please specify

What is your sex?

*Please select only one item*

- Female
- Male
- Prefer not to say

Is your gender identity the same as your sex registered at birth?

*Please select only one item*

- Yes
- No
- Prefer not to say

If No, what term do you use to identify your gender? (leave blank if prefer not to say)



## Appendix 1

### Consultation Findings on Proposed Reduction in High Needs Block Funding for Ash Field Academy's Residential Provision

#### 1.0 Introduction

- 1.01 A Statutory Consultation was carried out by Leicester City Council (“the Council”) between 26 September 2022 and 9 January 2023 to seek views on whether the council should cease funding for the residential provision at Ash Field Academy with effect from September 2024.
- 1.02 The consultation was originally intended to close in December 2022, however, further to the Children, Young People and Education Scrutiny Commission on 25 October 2022, it was proposed and agreed the consultation regarding the continuation of High Needs Block funding for Ash Field Academy's Residential be extended to January 9th, 2023. This was to allow a full 12 weeks for respondents to submit their views since the Ash Field Academy Residential Review Report ( <https://protect-eu.mimecast.com/s/Be4LC36ONtGRqYrSq2dFr?domain=consultations.leicester.gov.uk> ) was published in the public domain. This report included further detailed information regarding the review process, findings and recommendations which may have been of assistance to respondents.
- 1.03 Ash Field Academy provides an Outstanding Residential provision for its pupils and is highly regarded by all who use or are involved in the facility, not least the pupils and their parents/guardians. However, this service is not accessed by all pupils of the academy and is not available to other young people with Special Educational Needs and Disabilities (SEND), who aren't pupils of the academy. Annually, approximately 35-45 (22-28%) of Ash Field Academy's circa 160 pupils access the Residential provision.
- 1.04 The Residential provision is currently funded by the High Needs Block grant which the Council receives from the Government as allocated by the Department for Education. The High Needs Block funding is designated by Government to be for the provision of education only and should not be used to fund any non-educational activities, except in exceptional circumstances. Unfortunately, the Residential provision at Ash Field Academy cannot be considered as an exceptional case.
- 1.05 The Council does have a legal duty to provide short breaks / respite support for eligible children and young people with SEND, which is supported through the Council's Disabled Children's Service.

## Appendix 1

### 2.0 Methodology

- 2.01 Email communications were sent out at the start of the consultation to the provision's key stakeholders to advise them of the consultation having opened, its purpose and to provide detail on how to access it online. Additionally, typed correspondence was provided to Ash Field Academy suitable for them to cascade to parents, staff and governors as was requested.
- 2.02 The consultation was available to complete online on the council website at <https://consultations.leicester.gov.uk/sec/ash-field-academy>
- 2.03 Various board/group members and organisations were engaged with, to inform about the consultation. These organisations represent the interests of people who are supported by Ash Field Academy's residential provision:

| Group/Organisation Name   |
|---|
| Parents/ carers of special school pupils  |
| Ash Field Academy Staff and Parents   |
| Trade Unions  |
| City Mayor / executive  |
| Ward councillors  |
| Special schools (via CLASS - City of Leicester Association of Special Schools)  |
| Parent Carer Forum  |
| Schools Forum   |
| Other stakeholders <ul style="list-style-type: none"><li>• SEND Information, Advice and Support Service (SENDIASS)</li><li>• School Governors</li></ul> |
| Media (Leicester Mercury)   |
| Leicester City Council Social Care & Education Staff  |
| Leicester City Council staff  |
| Leicester City Residents  |

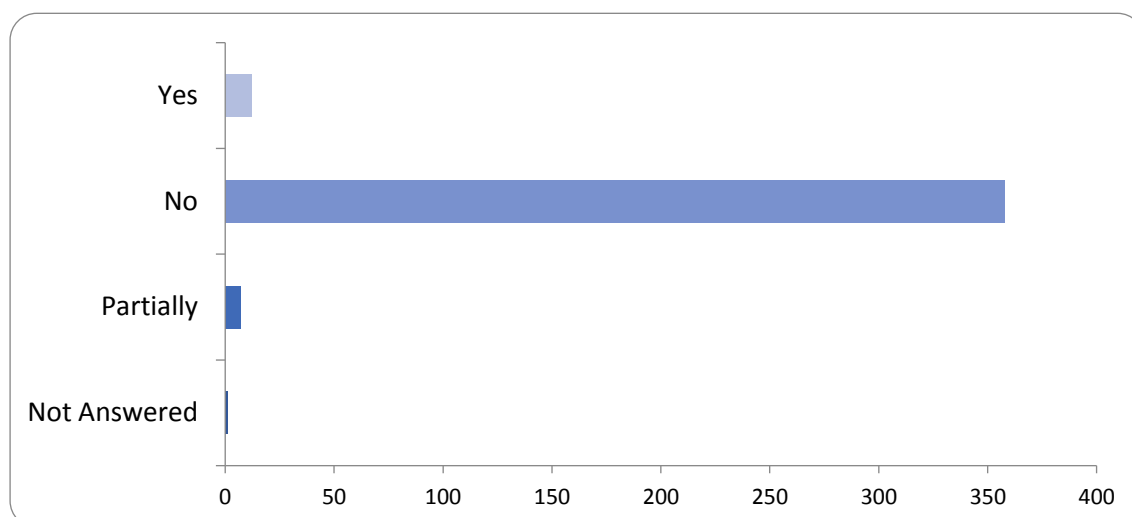
The full stakeholder engagement plan can be found in Appendix 5.

- 2.04 A discussion took place at the schools Forum on 21 September 2022 to present the proposal for the consultation.
- 2.05 Further communications were circulated to stakeholders in light of the consultation end date being extended to 9 January 2023, along with links to the published Ash Field Academy Residential Review Report. Anyone who had already submitted a response ahead of the report being published was able to respond again.
- 2.06 School staff, parents and pupils were met by officers of the Council on 7 December 2022 to discuss the proposals of the consultation. A further meeting was held on 6 January 2023 with Cllr Cutkelvin in attendance too to meet staff, pupils and parents.

## Appendix 1

### 3.0 Consultation Survey Findings

- 3.01 A total of 378 responses were received in response to the consultation survey.
- 3.02 Of these, 94% disagreed with the proposal. 2% partially agreed, 3% agreed and 1% didn't answer.



- 3.03 The majority (29%) of respondents identified themselves as “Other”, or “Local Resident” (21%). 82% of those identifying as “Other” gave a post code beginning “LE” and many stated they were friends or relatives of current/past pupils/staff, had professional links to education/social care, were past members of staff at the academy.

| Identifier  | Number of Responses | Percentage of responses (%) |
|---|---------------------|-----------------------------|
| Other   | 108                 | 29                          |
| Local resident  | 79                  | 21                          |
| Member of Ash Field Academy school staff or governors                                     | 33                  | 9                           |
| Member of staff or governor at another school   | 32                  | 8                           |
| Health professional   | 25                  | 7                           |
| Parent of a pupil at Ash Field Academy who uses the school's residential support services | 20                  | 5                           |
| Parent of a pupil who attends another school  | 19                  | 5                           |
| Pupil at Ash Field Academy who uses the school's residential support services             | 18                  | 5                           |
| Member of Leicester City Council staff  | 16                  | 4                           |

## Appendix 1

|   |    |   |
|---|----|---|
| Not Answered  | 12 | 3 |
| Parent of a pupil at Ash Field Academy who does not use the school's residential support services | 7  | 2 |
| Member of Ash Field Academy residential staff   | 6  | 2 |
| Pupil at Ash Field Academy who does not use the school's residential support services             | 3  | 1 |

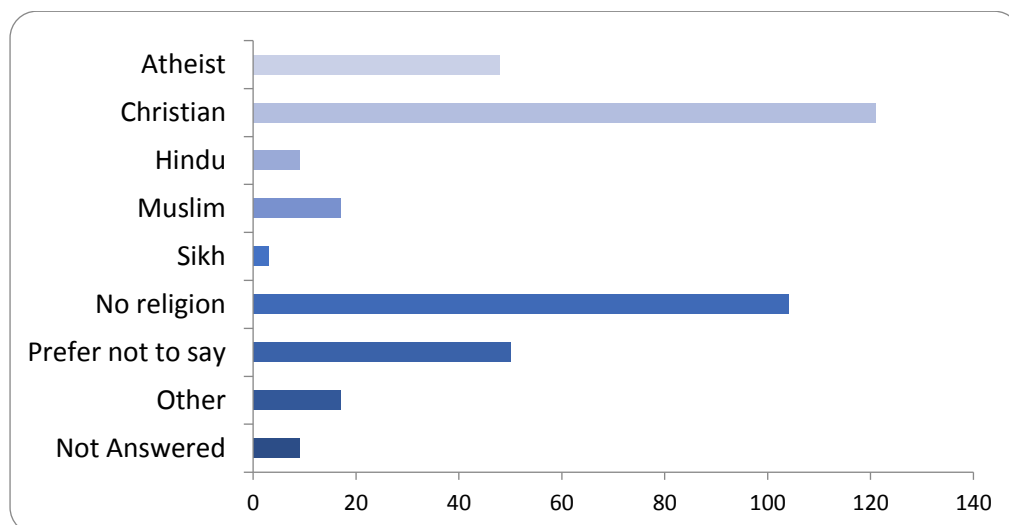
3.04 The majority of responses were submitted by people who identified as White British (74%) and some ethnicities were not represented within the responses gathered. This would indicate that the views of people who are not White British are not so well represented. Currently 63% of pupils accessing the residential provision are White British and of the total population of pupils attending the academy, 37% are White British. Less than 50% of Leicester residents identify as White British.

| Ethnicity   | Total | Percent |
|---|-------|---------|
| Asian or Asian British: Bangladeshi                   | 0     | 0.00%   |
| Asian or Asian British: Indian                        | 37    | 9.79%   |
| Asian or Asian British: Pakistani                     | 0     | 0.00%   |
| Asian or Asian British: Any other Asian background    | 1     | 0.26%   |
| Black or Black British: African                       | 1     | 0.26%   |
| Black or Black British: Caribbean                     | 5     | 1.32%   |
| Black or Black British: Somali                        | 0     | 0.00%   |
| Black or Black British: Any other Black background    | 0     | 0.00%   |
| Chinese   | 0     | 0.00%   |
| Chinese: Any other Chinese background                 | 0     | 0.00%   |
| Dual/Multiple Heritage: White & Asian                 | 2     | 0.53%   |
| Dual/Multiple Heritage: White & Black African         | 0     | 0.00%   |
| Dual/Multiple Heritage: White & Black Caribbean       | 5     | 1.32%   |
| Dual/Multiple Heritage: Any other heritage background | 3     | 0.79%   |
| White: British  | 278   | 73.54%  |
| White: European                                       | 2     | 0.53%   |
| White: Irish  | 6     | 1.59%   |
| White: Any other White background                     | 1     | 0.26%   |
| Other ethnic group: Gypsy/Romany/Irish Traveller      | 0     | 0.00%   |
| Other ethnic group: Any other ethnic group            | 3     | 0.79%   |
| Prefer not to say                                     | 30    | 7.94%   |
| Not Answered  | 4     | 1.06%   |

3.05 The majority of respondents identified as “Christian” (32%), having “No religion” (27%) or as “Atheist” (13%). Over 45% of the pupils accessing the residential provision are recorded as following no religion. There are slightly more pupils in the school as a whole identifying as Muslim/Islamic. This would

## Appendix 1

indicate that the responses received are not proportionally representative of the different religious groups affected by the proposal.



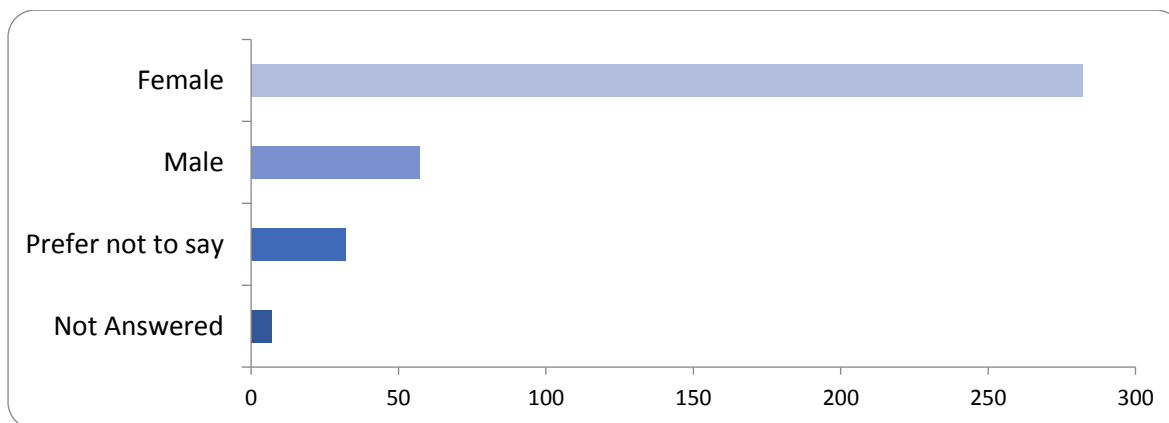
3.06 15% of respondents identified as disabled. Of these, the range of types of disabilities identified are given below and it is evident some respondents identified as having multiple disabilities:

| Type of disability   | Total | Percent |
|--|-------|---------|
| A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy                          | 16    | 4.23%   |
| A mental health difficulty, such as depression, schizophrenia or anxiety disorder  | 25    | 6.61%   |
| A physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches                         | 23    | 6.08%   |
| A social / communication impairment such as a speech and language impairment or Asperger's syndrome / other autistic spectrum disorder | 13    | 3.44%   |
| A specific learning difficulty or disability such as Down's syndrome, dyslexia, dyspraxia or AD(H)D                                    | 14    | 3.70%   |
| Blind or have a visual impairment uncorrected by glasses   | 5     | 1.32%   |
| Deaf or have a hearing impairment  | 5     | 1.32%   |
| An impairment, health condition or learning difference that is not listed above (specify if you wish)                                  | 9     | 2.38%   |
| Prefer not to say  | 10    | 2.65%   |
| Other  | 7     | 1.85%   |
| Not Answered   | 305   | 80.69%  |

3.07 75% of respondents identified as female. 60% of respondents said their gender was the same as at birth, 39% did not state whether their gender was the same as at birth or not, 1% said their gender had changed. Approximately

## Appendix 1

60% of pupils accessing the residential provision are male, which is proportionally representative of the school as a whole. The views of males are less well represented in the results of this consultation. It was not unexpected to receive a higher proportion of responses from females however given the propensity for females to take on caring responsibilities and given the higher rates of female education staff.



3.08 Most responses were received from working aged adults between 26 and 55 years of age. Thus would indicate that the views of children and young people and those of older people are less well represented.

| Age bracket       | Total | Percent |
|-------------------|-------|---------|
| under 18          | 15    | 3.97%   |
| 18 – 25           | 20    | 5.29%   |
| 26 – 35           | 70    | 18.52%  |
| 36 – 45           | 93    | 24.60%  |
| 46 – 55           | 82    | 21.69%  |
| 56 – 65           | 54    | 14.29%  |
| 66+               | 16    | 4.23%   |
| Prefer not to say | 24    | 6.35%   |
| Not Answered      | 4     | 1.06%   |

3.09 The survey elicited responses from people of various sexual orientation.

| Sexual orientation      | Total | Percent |
|-------------------------|-------|---------|
| Bisexual                | 12    | 3.17%   |
| Gay / lesbian           | 9     | 2.38%   |
| Heterosexual / straight | 286   | 75.66%  |
| Prefer not to say       | 53    | 14.02%  |
| Other (please specify)  | 14    | 3.70%   |
| Not Answered            | 4     | 1.06%   |



## Appendix 1

3.10 87% of respondents included verbatim comment to support their view on the proposal. Comments received were categorised into several recurring themes, as shown below.

| Theme of Comments                                    | Percentage of comments reflecting theme (%) |
|--|---|
| The provision is educational                         | 38.67                                       |
| The provision provides support/respice               | 31.47                                       |
| The provision provides social opportunities          | 19.2  |
| Non-specific, generally positive about the provision | 14.4  |
| No Comment   | 13.07                                       |
| It is morally right to offer this provision          | 11.47                                       |
| There is no/few alternatives to this provision       | 11.73                                       |
| The provision is cost effective in the long term     | 5.87  |
| Alternative funding should be found                  | 3.47  |
| Concern for staff/risk of redundancies               | 1.6   |

3.11 Of the 378 responses received, 4 responses appeared to come from just 2 people. In one instance, it appeared the person responding replicated their original response and added more detail to their verbatim comment. In the other instance, it appeared that the same person responded twice but with differing views on whether they agreed or disagreed with the proposal. Given the low number of possible duplicate responses (2) in this analysis of 378 responses in total, these will have had little impact on the overall results and therefore no effort has been made to exclude them.



|   |   |   |                                    |
|---|---|---|------------------------------------|
| Do you agree with the proposal to cease HNB funding for Ash Field Academy's residential provision? - proposal agreement | Themes of Comments                                | If you disagree with the proposal (or only partially agree), please indicate why - proposal comment   | Supporting documentation - Support |
| No  | Supportive/Respite                                | Hi, my name is [REDACTED] and I am a student who goes to the Residential Department twice a week. I just wanted to write this to say how much Bev and the rest of the staff in the Residential Department help us. When staying in the residential Department, the staff believe in us to achieve our goals. Every week that I stay in Resi, I look forward to the evenings and on Fridays, I look forward to my next stay in Resi. The staff in Resi are amazing and they make us feel safe and at home. When I am at home, my mum isn't able to spend much time with my sisters as when I am at home, she has to take care of me.   | Not Answered                       |
| No  | Social, Supportive/Respite                        | Residential is a place where you can learn independence, self confidence and communication skills. Its a chance to see friends that I wouldn't normally get to see outside of school because my seizures stop me going out alone and my friends can't visit me as my house is not wheelchair friendly. I loved this place, it was like a great big family   | Not Answered                       |
| No  | Social, Supportive/Respite                        | The residential setting at Ash Field is a huge resource for many families. It allows children to spend social time, that they may not be able to access anywhere else, with their peers and friends as well as giving them a break from their families and also giving their families a break from caring for their disabled child. My child has previously accessed the residential department, and unfortunately the sleeping aspect didn't appeal to him but he did enjoy his time there. It gives many of the older children a sense of independence as they have their own space.  | Not Answered                       |
| No  | Social, Supportive/Respite                        | I'm a single parent to two disabled children that both have nuro muscular disease both on ventilators at night both in wheelchairs I have two hands .... My eldest stays in resi for 2 reasons<br>One he gets to spend time with friends doing social things and learning life skills.<br>he can't go to our parks in the area he is incapable of running or playing football like his peers<br>friends Hes made at Ashfield they just get it they know his needs he can't sleep over at friends' houses for the equipment that he needs to take with him bipap machine cough assist assist machine suction machine and meds every for hours this is X2 as my daughter needs all the above<br>Residential give him the life skills that I may have missed when they were both growing up I have spent many months with one child in hospital and I've had to find care for the other child I don't get no help I do it on my own<br>When the children go to school, I spend all day caring for my mum who has late stages of dementia( hardest thing in my life)<br>I am desperate to get a job make friends have a social life I am trying to better myself and have an education so I can provide for my children the time when [REDACTED] is a residential, I am doing online courses<br>Eventually when both children are doing residential that will give me 2 nights a week to work nights. my own it's impossible for me to get a job 9 till 5 Monday to Friday having to disabled children<br>The second reason [REDACTED] loves resi he never thinks of himself he always thinks up others I class him as a carer for a sister which he is always willing to help he deserves that time I'm in residential to be with his friends I'm not have a care in the world Hes 16 he has so much passionate about helping disabled friends and always willing to help around the school<br>I've had to fight for my children the past 16 years I'm not giving up now<br>I cant Bare thinking about my children being stuck at home after school with no social life<br>We have tried evening classes but I can never leave them as they need so much equipment and someone needs to be suction trained at all times                              | Not Answered                       |
| No  | No alternative, Supportive/Respite                | I personally struggled with respite care for my boys who both have an EHCP and diagnosis of Autism.<br>Instead of ending the funding, city council needs to open more facilities to help deliver respite care to children and families who are in extreme need and there is nothing really available due to tight holiday budget per child and iam still awaiting an allocation of a family support worker for my children  | Not Answered                       |
| No  | No alternative, Staff concern, Supportive/Respite | Dear council.<br><br>My name is [REDACTED], I want to speak to you to tell you that the residential part of Ash field academy is at serious risk of shutting down, the department is a second home for us in school, you are putting a risk of key and vital skills to learn when they leave school.<br><br>Ash Field Academy provides education and support to children and young people between the ages of 4 and 19 years of age, who have complex health and medical needs. All pupils have an Education, Health and Care Plan (EHCP).<br>Whilst staying in the residential facilities, pupils are involved in various leisure activities and have opportunities to practice their independence skills. Staying in the residential provision and the activities included are free of charge to pupils and parents.<br><br>Resi needs to stay open because it gives us freedom and a place to express ourselves, learning independence, social skills and gives us the confidence we need for later on in life.<br><br>The school has capacity for 160 pupils and currently provides overnight residential provision for up to 18 pupils per night, four nights per week during term time. Annually, 35-45 (22-28%) of Ash Field Academy's pupils are accessing the residential provision. Many of the pupils accessing the service have profound and multiple disabilities and require specialist care and facilities to support them.<br><br>If you take it down then there will be damage done it won't just affect the staff who specifically work there it will be devastating for the families and their kids that go there, there is no other resi, please I'm begging you to re think and keep this second home of ours open for me it has helped me a lot through the years that I've been using the department it helped me to become the kind and sensible young man I've become, please re think because we can't afford to lose it, its our pride and joy, it keeps us going.<br><br>I truly believe that without resi I don't know how I would cope with day to day struggle, without support there it would truly be impossible To cope with because of my autism personally speaking.<br>Thank you for listening to my speech. | Not Answered                       |
| No  | Moral, Social, Supportive/Respite                 | My name is [REDACTED] I am a student at Ashfield Academy. In my opinion closing resi down will be devastating to everyone that stays in residential. The staff that work there would lose their jobs.<br><br>I like resi, I can chill out and chat with my friends and have a good laugh. It teaches me skills what I didn't have before. Resi is an incredible place to be for so many reasons in my opinion. The resi staff are so devoted to us students to help us learn new skills and to be independent and help other pupils in the future.<br><br>I believe it helps parents and families so they get a break. If resi was to be closed, friends wont be able to socialise or sleep over at others houses. It is not possible for me to sleep or go to a lot of my friends houses because of my equipment (wheel chair, ventilation machine) and care needs, it would be too much for parents and carers. Resi is the only opportunity I have to really socialise for a good period of time with my friends.<br><br>I have been lucky enough to go on a few residential trips. This wouldn't be possible without resi. Some families cant afford holidays with their children, resi gives them the opportunity to have holidays.<br>Please think about what you are doing.  | Not Answered                       |
| No  | Moral, Social, Supportive/Respite                 | In my opinion and from nearly 7 years working as a member of staff there, the residential department at Ash Field academy was a shining example of what a residential school for SEND students should be. The devotion to the welfare and education of the students by the residential staff and the quality of the residential care provision was second to none.<br><br>Any students who were able to stay in the Residential school benefited immeasurably from the chance to spend time with friends and peers and to have a sense of independence. In some cases I believe this also benefited some of the students' parents/carers, in allowing them respite from being full-time carers whilst knowing that their child was being well-cared for at Ash Field.<br><br>If funding for the residential provision was withdrawn and no alternative and equal funding source could be found - and the residential provision had to close, this would have a devastating effect on the mental health of the young people who are able to use the residential school. It would take away their sense of independence. It would take away their chance to spend time with friends and peers at a place other than their homes. It would take away those important social experiences which are vital to a young person growing up.<br><br>I understand why the proposal to cease funding is there - especially in the current financial climate. However, to allow the residential provision at Ash Field to close would be to take away a vital service to young people with SEND and steps backwards with regards to the services and support given to these young people. Leicester City would no longer have the 'beacon' example of residential provision for SEND students. It would be known as the city who took away this crucial and necessary service provision from the young people who currently greatly need and benefit from it.  | Not Answered                       |

|    |   |   |              |
|----|---|---|--------------|
| No | Educational, Supportive/Respite         | <p>It's unfair for the children both my disabled children will suffer they learn so much education from resi and self care</p> <p>With having two disabled children my oldest is 16 he helps me with his sister's needs and is classed as a young carer him self ...for him to stay in resi two nights a week to get away from home events he's enjoying being a young adult with his peers ....due to his only disabilities he can't just go to the local park to play football ect as his disabilities stop him</p> <p>Not only does resi give him conference and care</p> <p>Like other children he is suffering with mental health issues and this is causing a massive impact</p> <p>I'm a single mum with two disabled children I don't get help with anything</p>  | Not Answered |
| No | Educational, Social, Supportive/Respite | <p>Having a brother that goes to Ash Field Academy, the residential unit that is a major part of the schools huge success has had a brilliant impact on my brothers life.</p> <p>The residential unit helps pupils and my brother to be more independent so, that when they eventually leave the school as young adults there isn't a challenge that they haven't already faced and conquered. Thus giving them the confidence they need going forward into their adult lives.</p> <p>It enables the students to be around their friends after school hours to do what any normal child or young adult normally does like play video games, watch tv and films together. It also enables them to learn key life skills together like cooking which is essential for anyone wanting to be independent. The pupils also learn how to look after themselves when living alone.</p> <p>Ash Field Academy's unique residential wing helps them see that they aren't the only ones, that they are all in this together and that if one of them over comes a challenge any of them can also do so. It makes them see that everybody learns things at different stages of their life and that they aren't a failure if they can't do something somebody else can already do. It empowers them to be the best they can be no matter the barriers they may face in their day to day life. They learn that there will be obstacles that they need to over come but the residential staff and teachers will be there with them every step of the way helping them and supporting them.</p> <p>The residential unit teaches these pupils how to go from young children into young adults that will help them be able to go out into society and the world outside of school with the tools to be able to support themselves and others if needed, which I think is essential to any SEN school.</p>  | Not Answered |
| No | Educational, Social, Supportive/Respite | <p>My name is [REDACTED] and I am a student at Ashfield Academy, I been here for 7 years since 2015. The reason why I think resi should stay open is because, staying in resi help young people develop skills that will be useful when young people leave school. Resi is also a place where students can spend time with each other and have fun like a sleep over.</p> <p>The students learn life skills like how to make meals or how to order takeaways when the students are in the flat. Without resi students would not learn life skills that is important for disabled young people future after leaving this school.</p> <p>If resi closes the lives of young people here at Ashfield will not be the same and this will be devastating, to the school, young people and cares or family members that look after the young person because the person that cares for the student needs a rest, before looking after the young person or children again.</p> <p>Resi teaches young people life skills that they may not learn at home and gives young people a place, to hang out with their friends and to make lots of memories and learn life skills that would not happen if resi was to close. Please think about children and young people and their cares or family members, when you make your decision about closing resi, department of the school.</p>  | Not Answered |
| No | Educational, Social, Supportive/Respite | <p>decision.</p> <p>In my role as wider leader for Healthy lifestyles I'm in a privileged position to be able to see the incredible benefits our residential department has on our pupils lives on a daily basis and how it develops their independence and prepares them for the future. Our school is different, as for many of our children we need to cater for their individual needs and this looks so very different to a mainstream school. There is a seamless link between their education during the day and how that is then further developed and put into practice in the evening. Equally, pupils bring skills to the school day that they have learned through their time in the residential department. An example of this is the closeness in which I work with the team in the residential department to ensure that pupils continue to receive the very highest levels of movement and physical education through the extended day and residential programme. I have read this in your report as the programme being referred to as leisure activities. This could not be further from the truth. We provide high quality sessions by working with local professional sports club via their community schemes and they go through a rigorous process to ensure that they deliver the sessions needed for our pupils. The only time this could be classed as a leisure activity is when we organise for pupils to go out into the community to watch a game at a local professional club. Even then the point is to help them break down barriers about using the sports stadiums in the future. When they have done it once and realise the things in place for people with disabilities such as changing place toilets they are much more likely to return in the future.</p> <p>Each year we attend the National Junior Games at Stoke Mandeville where pupils get the opportunity to take part in sports competitions against other special schools. This is a 3 day residential and during this time I am able witness the incredible work that has been done over time by the residential department and the pupils. Putting the sport element to one side, it is incredible to see how much they have gained independence in activities that they learn outside of the classroom. From things such as having the confidence to use toilet and bathroom facilities in new surroundings, packing and unpacking a suitcase and feeling comfortable to communicate with other adults and peers. I'm always extremely proud to be a part of this and see the progress that has been made.</p> <p>For many of our pupils, social interaction and the chance to be around other people of a similar age outside of school is very limited compared to children in a mainstream school. If the residential department was withdrawn then this would be compacting the problem and preventing them from learning all of the necessary skills needed for the future. I see everyday how excited the pupils are when they know that they will be in residential that night. I can also see a significant difference in how socially comfortable pupils are and how much more independent they are than those children who don't use residential. I regularly see a former student who often speaks at charity dinners in support of the local hospice and he always comments to me that the time in residential made a huge difference to his confidence and that is why he can now do these things.</p> | Not Answered |
| No | Educational, Social                     | <p>The residential at Ashfield is outstanding, both my girls stay once a week which is where they learn vital life skills which will enable them to be as independent as possible in the future. They also get the chance to mix and socialise which can be extremely difficult for a child with a physical disability and extra needs. The staff go above and beyond to make sure all the children that use the residential wing feel safe and the children trust and feel part of the Ashfield family whilst there.</p>   | Not Answered |
| No | Educational, Social                     | <p>My daughter [REDACTED] attended Ashfield and made use of the residential school. If it had not been for the residential school she would not have had the opportunity to build friendships that have lasted into adult hood, she would not have gained the confidence in her abilities to become a mother! She now has 2 beautiful children and is an amazing mother. In residential school the skills they learn are far more important than academic skills, the life skills are what is needed on a daily basis and it's thanks to the residential staff that [REDACTED] has thrived. To close the residential department would be robbing so many young people of a chance at learning skills to be part of the wider world aswell as become independent individuals.</p>  | Not Answered |
| No | Educational, Social                     | <p>The residential provision is a crucial part of learning for my son [REDACTED]. He is able to spend time with his friends as a sleeper - and learn key life skills to increase his independence.</p>  | Not Answered |
| No | Educational, Moral, Supportive/Respite  | <p>This is the most disgusting low decision the council has made by far not only did they sell the EPH down the river to a company not fit for purpose but now want to withdraw a life or death order educational service for the most vulnerable disabled children in leicester the council have zero understanding empathy and are the most ignorant council I have ever witnessed pirate [REDACTED] won't even engage with the families who look after the children 24/7 the mental health of these students has deteriorated and my hope is you as the pathetic council you are don't end up in the coroners court due to you sick decision making you are disgusting</p>   | Not Answered |

|           |   |   |   |
|-----------|---|---|---|
| No        | Educational, Moral, Social, Staff concern, Supportive/Respite                                 | <p>I disagree because if you take away the funding for Resi, also known as residential, then you are making important life skills harder to achieve for children like me. It will be devastating for all of us, students, staff and parents, not forgetting future generations of children who should have access to this type of education.</p> <p>The things I learn in resi have really helped me with my confidence, coping with difficult situations and emotions and spending valuable time with my friends that I wouldn't be able to do otherwise. You see I can't go to friends houses because their parents might not be able to do my medication or tube feed and some friends couldn't go because of things like wheelchair access. Without resi we will be isolated and cut off from our friends.</p> <p>In the future I want to be able to live like any other young man, maybe on my own or with friends but not relying on my Mum for the rest of my life. The education resi provides means hopefully I can do that, even if I still need help, I would need much more help if it wasn't for resi. I would like to know why the funding is overspent and why the government don't want to help children like me. With the right education I might even get a job and pay taxes when I'm an adult. So it is vital you keep funding resi.</p> <p>The staff in resi are so important, I feel safe there and they are patient and encouraging. They support me to achieve my goals and really care about us. They have helped lots of students like me over many years and they shouldn't lose their jobs. They love their job even though it is very hard work.</p> <p>Resi is like another family that is there for us, I know I can talk to them if I'm worried or upset. They help us to be ourselves and don't treat us like we are different or less than anyone else. They help us to feel like we can achieve anything, no matter how hard it seems. Anything is possible.</p>   | Not Answered  |
| No        | Educational, Fund differently, Social   | <p>Thank you for reading and please listen to us and reconsider before it's too late.</p> <p>Ashfield has been a big part of my sons life for the past 12 years the residential has brought out the best in my son, his confidence has boomed, his independence has grown so much he is able to do things he would never do and that's all down to the residential staff he would be so lost without this facility not only that our children can just go and meet up with there friends like a child without learning disability / difficulties there social interaction is through the residential... maybe if there was less money for BIKE LANES that never get used... why don't you actually put the funding into something that is actually needed for these children cause let's be honest we're in there any place for these children/young adults to go to socialise with there friends other than there residential place or school????</p>  | Not Answered  |
| No        | Educational   | <p>My son is with special needs n kids like him don't get experience like this which help them to be independent. It's very very important for them pls don't take away this opportunity from them.</p>   | Not Answered  |
| No        | Educational   | <p>The provision is educational. My child has profound &amp; multiple learning disabilities. This is the only opportunity to take part in after school activities in a safe environment &amp; have experienced staff that know our children that can assist them to get as much out of the experience as possible and help the children to be more independent. There is nothing else like it provided in the community.</p>  | Not Answered  |
| No        | Educational   | <p>My grandson really benefits from Ash field Resi. I can really see a big difference in him since he's had the specialist education they provide. His confidence, his abilities, his educational skills and desire to live as independently as possible as an adult, are all remarkable.</p> <p>When you consider the level of disability and complex health needs, this improvement is remarkable and should be encouraged and funded because it's essential. There is nowhere else for him to access this kind of education. During the school day he is working hard on academic ability, he wants to go to college and get a job after college.</p> <p>I never thought that would be possible, when he was first diagnosed they told my daughter he might never talk, walk and might not survive!</p> <p>The council needs to understand the education provided by resi is just as important as the academic side of education. For young people with complex disabilities, both forms of education are vital and go hand in hand to prepare these young people for a future that will be hard enough anyway. If you remove funding for resi their future will be even harder.</p> <p>Please reconsider and fight against government cuts for SEND education, for my Grandson and all the children now and in the future who really need this. Thank you.</p>  | Not Answered  |
| No        | Cost effective, Supportive/Respite  | <p>My grandson [REDACTED] whom we fostered 9 years ago goes to that residential &amp; to be honest it has made him who he is today, You can teach certain things in school time but for a fully disabled person...after school is where this ends really &amp; to be able to interact with people he knows &amp; trusts is truly amazing!</p> <p>Ashfield Residential is above &amp; beyond what we ever expected &amp; its the only place that we know that we can let brody stay &amp; know he's taken care of the same way as he is here at home,</p> <p>Communication with Ashfield residential is second to none &amp; nothing is sidestepped as far as administration is concerned, [REDACTED] has said himself quote "it's like we are being mentally abused with having to go through this" &amp; to be honest I think he's correct, [REDACTED] educational welfare is paramount &amp; as so many other children's parents have said....if residential closes then how much would the cost be to treat these kids mentally as most won't cope...much more than you intend to save with this intended closure trust me.</p> <p>I can see the Council's point of view that the HNB funding is being used for Short Breaks rather than for educational provision which only Ash Field School can access and that this may not be appropriate use of the funds. However, the children who do access the residential unit gain valuable independence and social skills which would be very difficult to gain elsewhere. Children who travel to specialist provision have a much longer school day due to the school not being local to them and using transport. There simply isn't time before and after the school day for the average family to support their child independence skills. In addition, there isn't time for them to attend leisure activities which are normally available to children after school due to them arriving home later and these specialist activities not being local to them. In fact some children don't access any leisure activities at all due to the barriers that families face leaving them isolated.</p> <p>If Ash Field lose their residential service, it is highly probable that these children will then be looking for Short Break through the Leicester Short Break Services. These are likely to be more expensive and parents may not be able to transport the children to these and be asking for transport to be funded too</p> <p>At Ash Field, you have a safe effective service which meets the children's needs in a familiar environment which is fully equipped, with staff who know them, and is obviously of huge benefit to them. It provides the opportunity to learn skills for their adult years which can save the council money in the future.</p> <p>So although I agree that the money maybe shouldn't be coming out of the HNB, I do feel that it is very short sighted to remove funding for this provision and that the bigger picture should be considered. Could this service not be funded by Short Break Services and for children's needs be assessed before accessing?</p> <p>I feel so lucky that my daughter accessed Ash Field residential services. I knew that she was safe and happy and it gave her the confidence to go on to live independently of me in Supported Living. The provision for me was priceless. I am now back at work and contributing financially to society. Without Ash Field residential, I really think that my daughter would still be living with me and I would be claiming benefits and have very poor mental health.</p> | <a href="https://consultations.leicester.gov.uk/">https://consultations.leicester.gov.uk/</a> |
| Partially | Cost effective, Fund differently, No alternative, Social                                      | <p>I can see the Council's point of view that the HNB funding is being used for Short Breaks rather than for educational provision which only Ash Field School can access and that this may not be appropriate use of the funds. However, the children who do access the residential unit gain valuable independence and social skills which would be very difficult to gain elsewhere. Children who travel to specialist provision have a much longer school day due to the school not being local to them and using transport. There simply isn't time before and after the school day for the average family to support their child independence skills. In addition, there isn't time for them to attend leisure activities which are normally available to children after school due to them arriving home later and these specialist activities not being local to them. In fact some children don't access any leisure activities at all due to the barriers that families face leaving them isolated.</p> <p>If Ash Field lose their residential service, it is highly probable that these children will then be looking for Short Break through the Leicester Short Break Services. These are likely to be more expensive and parents may not be able to transport the children to these and be asking for transport to be funded too</p> <p>At Ash Field, you have a safe effective service which meets the children's needs in a familiar environment which is fully equipped, with staff who know them, and is obviously of huge benefit to them. It provides the opportunity to learn skills for their adult years which can save the council money in the future.</p> <p>So although I agree that the money maybe shouldn't be coming out of the HNB, I do feel that it is very short sighted to remove funding for this provision and that the bigger picture should be considered. Could this service not be funded by Short Break Services and for children's needs be assessed before accessing?</p> <p>I feel so lucky that my daughter accessed Ash Field residential services. I knew that she was safe and happy and it gave her the confidence to go on to live independently of me in Supported Living. The provision for me was priceless. I am now back at work and contributing financially to society. Without Ash Field residential, I really think that my daughter would still be living with me and I would be claiming benefits and have very poor mental health.</p>  | Not Answered  |
| No        | Cost effective, Educational, Moral, No alternative, Social, Staff concern, Supportive/Respite | <p>This is essential education which is bespoke and tailored for each child. My son has benefited immensely from this provision. His confidence has grown, he has been able to learn and practice skills for independent living which he could not achieve at home. The reason is that in order to truly put into practice, these skills must be used in an environment away from home with other disabled young people. It's essentially practicing "living with peers" This involves a complex set of skills, not only practical things such as cooking, cleaning and budgeting but emotional and communication. Learning to work together to achieve what is needed with effective communication and emotional regulation. Without the skills and the environment to practice and develop, their future is bleaker and likely to need far more input from adult social care at huge cost to the local authority. This is not a respite facility, inevitably families get a break and this is much needed but it's remit is not respite. To call it respite or use that as an argument to defund is wrong and should not be used in the decision making at all. Representatives of the LA have said respite is available which in reality, it is very hard to access.</p> <p>The argument that this is not equitable is also an unsound argument. This facility has been rated outstanding by Ofsted for two decades, therefore it should be emulated across the city and county NOT removed. What other educational provision rated outstanding by Ofsted would be closed? Socially these young people cannot spend this quality time with their friends anywhere else. There are many barriers such as access, complex physical health needs and other parents often don't have skills or equipment to look after another disabled child. The social element of this service should not be underestimated. Developing supportive relationships is important for their mental health and future wellbeing.</p> <p>The LA's perception of what constitutes education is flawed if you cannot see that this is education. Education takes many forms, it is not just math and English.</p> <p>Central government cutting funds should be challenged and fought against, defunding this provision is not the right thing to do. Whilst this government continues with cuts, it is always the most vulnerable in society who are affected and seen as a soft target. My child, the other children at Ashfield and future generations of children need this essential residential education facility.</p> <p>Should this unit close, it is my belief and proven by historical closures, that this facility will be lost for good which is quite frankly obscene and discriminatory against the most vulnerable citizens. Staff with many years of experience and highly specialised skills will lose their jobs, the skills and experience lost also with nowhere else for them to go.</p> <p>Please reconsider and hear the voices of these amazing young people.</p>  | Not Answered  |

|    |  |   |              |
|----|--|---|--------------|
|    |  | <p>This is essential education which is bespoke and tailored for each child. My stepson has benefited immensely from this provision. His confidence has grown, he has been able to learn and practice skills for independent living which he could not achieve at home. The reason is that in order to truly put into practice, these skills must be used in an environment away from home with other disabled young people. It's essentially practicing "living with peers" This involves a complex set of skills, not only practical things such as cooking, cleaning and budgeting but emotional and communication. Learning to work together to achieve what is needed with effective communication and emotional regulation. Without the skills and the environment to practice and develop, their future is bleaker and likely to need far more input from adult social care at huge cost to the local authority. This is not a respite facility, inevitably families get a break and this is much needed but it's remit is not respite. To call it respite or use that as an argument to defund is wrong and should not be used in the decision making at all. Representatives of the LA have said respite is available which in reality, it is very hard to access.</p> <p>The argument that this is not equitable is also an unsound argument. This facility has been rated outstanding by Ofsted for two decades, therefore it should be emulated across the city and county NOT removed. What other educational provision rated outstanding by Ofsted would be closed?</p> <p>Socially these young people cannot spend this quality time with their friends anywhere else. There are many barriers such as access, complex physical health needs and other parents often don't have skills or equipment to look after another disabled child. The social element of this service should not be underestimated. Developing supportive relationships is important for their mental health and future wellbeing.</p> <p>The LA's perception of what constitutes education is flawed if you cannot see that this is education. Education takes many forms, it is not just math and English.<br/>Central government cutting funds should be challenged and fought against, defunding this provision is not the right thing to do.</p> |              |
|    | Cost effective, Educational, Moral, No alternative, Social, Staff concern, | Whilst this government continues with cuts, it is always the most vulnerable in society who are affected and seen as a soft target. My stepson the other children at Ashfield and future generations of children need this essential residential education facility. Should this unit close, it is my belief and proven by historical closures, that this facility will be lost for good which is quite frankly obscene and discriminatory against the most vulnerable citizens. Staff with many years of experience and highly specialised skills will lose their jobs, the skills and experience lost also with nowhere else for them to go.  |              |
| No | Supportive/Respite   | Please reconsider and hear the voices of these amazing young people.  | Not Answered |
| No | Supportive/Respite   | These families need the support   | Not Answered |
| No | Supportive/Respite   | Because this an important provision for children and their parents  | Not Answered |
| No | Supportive/Respite   | It's vital that a service like this exists in leicester for children that need access to this support   | Not Answered |
| No | Supportive/Respite   | It is vitally important for the students that access the provision and to remove funding would be a detriment to all involved. Having worked with children with additional needs such as the ones who attend this facility, it is places like this that keep the family together by allowing the break that is often vitally needed.  | Not Answered |
| No | Supportive/Respite   | Such a valuable service, for pupils, parents and the community as a whole.  | Not Answered |
| No | Supportive/Respite   | I know first hand how dedicated the staff are, and how beneficial this facility is to the kids that go there, their families and the local community  | Not Answered |
| No | Supportive/Respite   | Young people deserve the opportunity to have this respite in place for them.  | Not Answered |
| No | Supportive/Respite   | This centre provides so much mentally and physically to all of these families. Why would anyone want to stop this?  | Not Answered |
|    |  | It provides so much support for children (and parents)  |              |
| No | Supportive/Respite   | It would be a travesty to lose it   | Not Answered |
| No | Supportive/Respite   | There is a need for this to support families.   | Not Answered |
| No | Supportive/Respite   | It's an essential service for vulnerable people. It offers a life line to families.   | Not Answered |
| No | Supportive/Respite   | Just consider how important it is for the students and their families. Those families will have been through si much, not expecting thier child to be as independent as Ashfield gives them. Its a brilliant community and it is needed   | Not Answered |
| No | Supportive/Respite   | As an adult we take things for granted. The res allows pupils to access the residential and be able to be independent. It supports the wellbeing of the child and parents where out of school, the parents are the full time carers. It allows independence for the children in a safe environment with the adaptive equipment available  | Not Answered |
| No | Supportive/Respite   | V vital for mental health and well being  | Not Answered |
| No | Supportive/Respite   | It is vital for the families of the people who need this provision, that it is allowed to continue. For them it's not a luxury 'add-on', but an absolutely essential part of their lives.   | Not Answered |
| No | Supportive/Respite   | It offers support to those that need it   | Not Answered |
| No | Supportive/Respite   | A much needed place for service users and families  | Not Answered |
| No | Supportive/Respite   | I disagree because it's a tremendous amount of help for parents and pupils who use the service.   | Not Answered |
| No | Supportive/Respite   | Pupils need residential area as a source of independence  | Not Answered |
| No | Supportive/Respite   | To give children & parents a well-needed break.   | Not Answered |
| No | Supportive/Respite   | This service provides respite for children and young people who need support.   | Not Answered |
| No | Supportive/Respite   | Support that parents also need respite from.  | Not Answered |
| No | Supportive/Respite   | Provision of residential care in a familiar and welcoming environment is a much needed service for the children and families who might need to use this service. Many of these families are vulnerable and may well not be willing or able to access the help they need if they need to introduce children and parents to a brand new environment.  | Not Answered |
| No | Supportive/Respite   | This facility is crucial to these young people and their families. Staff are amazing and the provision is essential in their development and for their well being. Our young people deserve better.   | Not Answered |
| No | Supportive/Respite   | The support it provides for the children and parents  | Not Answered |
| No | Supportive/Respite   | Residential services are vital across the country to help families and children get the support they deserve. As educational budgets are being squeezed and during a coat if living crisis these essential services are life lines to our most vulnerable in society.   | Not Answered |
| No | Supportive/Respite   | These children need this residential care & support.  | Not Answered |
| No | Supportive/Respite   | It's a safe haven for the pupils and their parents/ carers. It gives both sides respite   | Not Answered |
| No | Supportive/Respite   | The students and their families and depend on this as a form of support and respite. It is invaluable to the users and their families   | Not Answered |
| No | Supportive/Respite   | Ashfields residential service supports young people and their families in a setting that is safe and nurturing. Young people are familiar with the environment and staff know the young people to make them feel safe and support them to thrive here. This is so valuable to young people who may not have that stability else where in their life.  | Not Answered |
| No | Supportive/Respite   | Although it states that the provision is not used by all pupils, the pupils that it does serve and will hopefully continue to serve, gain so much from this valuable service. For it to close or have funding cut would be a disservice to the disabled children of Leicester. Provisions like these are much needed for the children and their families and there should be more facilities like this available rather than cutting funding to existing schemes  | Not Answered |
| No | Supportive/Respite   | It is an invaluable service that offers vital support for the pupils, parents and families alike.   | Not Answered |
| No | Supportive/Respite   | Please sign this consultation to keep Ash Field Academy Residential Provision for children & young people with Special Educational Needs open. <a href="https://consultations.leicester.gov.uk/sec/ash-field-academy/">https://consultations.leicester.gov.uk/sec/ash-field-academy/</a> As a former member of staff at Ash Field Academy for years, I have been fortunate to have worked there and have witnessed all of the amazing work, energy and love that goes into every part of a pupils stay, it is an outstanding nurturing space which for some children this is the only opportunity to have such experience with peers. It is absolutely like family for some. As outlined in Every Child Matters there're are five key outcomes which really matter for children and young people's well-being and the residential unit provides for each of these:<br><ul style="list-style-type: none"> <li>● being healthy: enjoying good physical and mental health and living a healthy lifestyle</li> <li>● staying safe:being protected from harm and neglect and growing up able to look after themselves</li> <li>● enjoying and achieving:getting the most out of life and developing broad skills for adulthood</li> <li>● making positive contribution :to the community and to society and not engaging in anti-social or offending behaviour</li> <li>● economicwell-being:overcoming socio-economic disadvantages to achieve their full potential in life. *****1.13 A range of protective factors can help children overcome disadvantage including:iv</li> <li>● strong relationships with parents, family members and other significant adults</li> <li>● parental interest and involvement in education with clear and high expectations</li> <li>● positive role models</li> <li>● individual characteristics such as an outgoing nature, self-motivation, intelligence</li> <li>● active involvement in family, school and community life. - Every Child Matters (ECM) (2003).</li> </ul>   | Not Answered |
| No | Supportive/Respite   | As the send code of practice develops provision using a person centred approach it is important we look at the child at the centre, within their education, their family, their community and into their future. Without this vital provision, that teaches independence, self care, emotional regulation, social interaction and much more families cannot continue to care for their young person.it provides vital respite for those who are carers therefore allowing quality care within having an impact upon mental welfare. Those that access this provision are better prepared for adult life where they may be cared for by universal health care and social care services.  | Not Answered |
| No | Supportive/Respite   | For some parents of special needs children this is the only respite they receive. Unless you live with a child with special needs you are not aware of the importance respite is and for trustworthy staff to run repate. It should not be to save money as in long run the parents of special needs children health is imperative to the child.  | Not Answered |
| No | Supportive/Respite   | It is important that these children feel that they have a safe place to be. Where they can grow and mature. It also gives parents and carer's the breathing space they need to cope.  | Not Answered |

|     |                            |   |              |
|-----|----------------------------|---|--------------|
| No  | Supportive/Respite         | The ability to have independence and opportunity to learn how to look after themselves in a controlled and safe setting is essential for children with EHC plans.   | Not Answered |
| No  | Supportive/Respite         | The facilities and support this gives to the children and young people is so important to their well being and mental health , I can't believe you are even considering removing this   | Not Answered |
| No  | Supportive/Respite         | Children and parents alike need this, where are these children going to go to give families respite.  | Not Answered |
| Yes | Supportive/Respite         | These children and parents need this help, if you went in and actually seen what they do you would see that they need this too  | Not Answered |
| No  | Supportive/Respite         | Service users need this support as its helping both parents and their children in every help they get from Ashfield as its providing it at present. Their future is bleak if this support is taken away.  | Not Answered |
| No  | Supportive/Respite         | Because residential schools such as ash field are extremely important to families and children that need additional help and support. Every single child deserves to have an education, places like Ashfield can provide families with additional support to not only the child but the parents and extended family as well. To take this away would be devastated for the future of many families.   | Not Answered |
| No  | Supportive/Respite         | This is a key support system for the children and parents of the school. To take it away would have a detrimental impact on their lives. Children with disabilities rely on structure and to remove this would cause more harm than good.   | Not Answered |
| No  | Supportive/Respite         | Because it is so important to us. There are so many things we can only do there. We learn so much and feel safe and don't worry. I've learned to have night staff and not my mum in the middle of the night.  | Not Answered |
| No  | Social, Supportive/Respite | This proves an invaluable provision for parents and children, not only do parents get a break but the young people have an opportunity to spend time with their friends and have a 'sleep over' that they would otherwise not have the opportunity. This would Limit young people from living 'an ordinary life' that their neurotypical peers are able to and have some enriching life experiences that would otherwise be denied to them.<br>As a social worker at an authority that a child attended Ashfield the difference this made to this young person and their mum and sibling who is a single parent this service was vital to support the family and I would have concerns of it was not to continue and the impact on families will be immense.  | Not Answered |
| No  | Social, Supportive/Respite | Valuable asset that enables students to enjoy life experiences that they would otherwise not have.<br>Also valuable respite for parents to enable them to continue to look after their child at home otherwise many would reach the point of not being able to cope and seek full residential provision for their child the cost of which would be huge .   | Not Answered |
| No  | Social, Supportive/Respite | Because it is an important life line for parents and their child. It offers respite and more than that, independence, life skills and socialisation for pupils which is so important.   | Not Answered |
| No  | Social, Supportive/Respite | Residential care is an invaluable service that provides relief for the children in question, their families and the siblings. It may allow shift-workers to take on better-paid hours and it is cruel and senseless to cease funding.<br>The social aspect is exciting and invigorating and enriches lives.   | Not Answered |
| No  | Social, Supportive/Respite | It's the one place where the children and students attending feel comfortable and fully themselves around their peers. They look forward to coming to Ash Field Academy where each and everyone is making so much progress and they do that by working as a collective including the staff. To take that away could potentially mean losing all of the progress and skills that they've earned together if they are then split into other environments which they don't feel comfortable in.  | Not Answered |
| No  | Social, Supportive/Respite | It's a fantastic provision providing the students with opportunities to be carried for and have enrichment activities, appropriate to their needs, away from home. Parents also gain respite.   | Not Answered |
| No  | Social, Supportive/Respite | I used to be a sw for disabled children. I know what a lifeline the residential unit was for both the children and young people and their parents. Disabled children and young people miss out on many of the opportunities that their non disabled peers have. The unit allows them to socialise with their friends and develop skills. It also gives their families a break from caring responsibilities. It is essential that this unit stays open.  | Not Answered |
| No  | Social, Supportive/Respite | I have worked on the County council as an escort for 4 years. I have been escorting passengers to Ashfield for 4 years. The children go into the residential for up to 1,2,3 nights or even a whole week. Every time the children have had their respite time. They come smiling and so happy. I ask them what they have been doing and they tell me a whole story. It is amazing to listen to their adventures. All the children have an amazing experience in residence. The change in each child is remarkable. It is so important they attend the residence, not just to give parent/s or carer a rest, but for the child to experience independence and more social skills.  | Not Answered |
| No  | Social, Supportive/Respite | I feel this school offers a unique opportunity for the children who attend to make real and lasting friendships outside the regular school day. I also believe it gives some brief respite for the children parents   | Not Answered |
| No  | Social, Supportive/Respite | The staff in Resi are amazing and they help to encourage my independence. Resi is a place where I am able to have fun with my friends as when I'm at home I dont see my friends.  | Not Answered |
| No  | Social, Supportive/Respite | This is a vital resource, not only for the students to gain vital social and independence skills but also as a very rare opportunity for their families to have respite.  | Not Answered |
| No  | Social, Supportive/Respite | The students love Resi. They look forward to it. also gives parents/guardians a little break. Its also like a sleepover for the students, so they get to socialise with their peers in a safe and accommodating atmosphere, which some don't get the opportunity to do outside of Resi.   | Not Answered |
| No  | Social, Supportive/Respite | Residential at Ash Field Academy is a place where students get to spend time doing activities and spending time with staff and their friends. Residential also helps the students to be more independent which will help them in their future. Residential also gives students' parents a "break" as looking after a disable child is not easy.   | Not Answered |
| No  | Social, Supportive/Respite | Resi is such an important part of our school and an incredibly valuable resource in providing respite care, social activities, outings, life skills, and for our FE students a chance to develop their confidence as they work towards becoming independent young adults.<br>These young people need a space to be young people. To be with friends, to have independence.  | Not Answered |
| No  | Social, No alternative     | In the 'outside world' there are limited activities for them to do in an evening a day limited places for them to interact with friends with similar conditions.<br><br>The resi service needs to stay to give young people the chance to have some time away from parents/carers and also for the parents/carers to have a break too.<br><br>Those within the council need to take a long hard look at themselves and realise for some of them how easy life is.<br><br>Many millions of pounds are wasted on silly projects within the city and county. It's time to make the money count and give these young people opportunities that many of us take for granted.   | Not Answered |
| No  | Social                     | I can understand why you are proposing this.<br>But these children need access to the residential part of Ashfield as you have said Some of these children have profound disabilities where they can not access activities outside of school the reasons for this to start with is physical access when you are a wheelchair user you have many physical challenges the world is not set up for then you have the medical needs where you need a person who is trained to look after them you need activities and a life of enjoyment and fun for their health and wellbeing.<br>As a disabled child grows their world and opportunities get smaller the opposite to non disabled children their world gets bigger.   | Not Answered |
| No  | Social                     | The residential unit represents hope, friendship and the future for so many children and families. This unit has been outstanding for 40 years and brought so much life experience and joy to students. To those who can go on to assisted living, resi gives them the confident they need to be independent. To those who have life limited conditions, resi gave them a place to feel normal, happy and amongst friends in their darkest times. To the families of young people who used resi, it gave them peace of mind and much needed respite whilst knowing that despite how difficult life is, the staff there understand. To the staff at resi, you work tirelessly to ensure the very best for all students and families that use the service. It really will be a severe loss if this unit closes. | Not Answered |
| No  | Social                     | The residential department of Ash Field is an important part of the school and this funding makes it possible for it to still be run, so I believe it isn't right to cut the funding for this. The pupils get so much joy out of staying in the residential department. It becomes a huge highlight for the many that I have spoken to who use Resi. A lot of the students have exciting things to tell you that they've done with their friends in the residential department, and it often becomes a topic of conversation around school. It has such an important impact on the kids lives, and their families.  | Not Answered |
| No  | Social                     | The children will become isolated without it.   | Not Answered |
| No  | Social                     | This school is a much needed centre for young adults with disabilities to have a well rounded education, and a place to see friends   | Not Answered |
| No  | Social                     | The residential provision provides some of the City's most vulnerable children with social skills, for some of these students this would be the only social interaction they get.   | Not Answered |
| No  | Positive                   | this a highly valued provision by families in the city  | Not Answered |
| No  | Positive                   | It is an excellent service for these children   | Not Answered |
| No  | Positive                   | Such an amazing place doing great things that are so vital and should be supported and funded to enable them to continue doing the important work they do.  | Not Answered |
| No  | Positive                   | It's a vital provision for the children and their parents   | Not Answered |
| No  | Positive                   | Its a valuable and necessary facility for those who need additional assistance.   | Not Answered |
| No  | Positive                   | The residential part of the school is so important for many of the students and the parents too. I have a SEND child myself and know the value those facilities have to its pupils.   | Not Answered |
| No  | Positive                   | Any partial closure will impact the students negatively. Holistic skills are what helps these children live fuller lives  | Not Answered |
| No  | Positive                   | Without the necessary funding, the residential department would no longer be able to provide the outstanding provision that it currently does to pupils who vitally need it.  | Not Answered |
| No  | Positive                   | Residential education is an important facility to help individuals develop to their full potential.   | Not Answered |
| No  | Positive                   | Offers great support to those that need it  | Not Answered |
| No  | Positive                   | The residential provision provides a much needed stepping stone for young adults to start to take their next steps in becoming independent. It is a lifeline for many families who, without this service would not see their young people flourish and eventually succeed at living independently.  | Not Answered |

|    |                                    |  |              |
|----|------------------------------------|--|--------------|
| No | Positive                           | The setup is vital for the children and would ruin so many of their lives if it was taken away   | Not Answered |
| No | Positive                           | This is a resource that is desperately needed for the young people of Leicestershire   | Not Answered |
| No | Positive                           | This facility has made a massive difference in these young peoples lives and allowed them to gain the confidence and skills to integrate into everyday society.  | Not Answered |
| No | Positive                           | This residential school makes a huge difference to these young peoples lives, it improves their quality of life and offers more life experiences.. they need it.   | Not Answered |
| No | Positive                           | Surely if it is helping those students then they need this facility. This students are our future and everyone matters.  | Not Answered |
| No | Positive                           | This is important for kids with special needs.   | Not Answered |
| No | Positive                           | The residential services provide a vital service for the community and is invaluable for the families who use it.  | Not Answered |
| No | Positive                           | looks and sounds to me like it's still needed and gives help to attendees and residents  | Not Answered |
| No | Positive                           | This is a vital service that enables young children/teenagers to gain independence,  | Not Answered |
| No | Positive                           | SEND pupils need more funding - not less. This is a fantastic facility and needs to continue to allow children to reach their potential.   | Not Answered |
| No | Positive                           | They provide children with amazing opportunities to excel and nurture them individuals to give them a better quality of life through an array of means. Every child deserves the right to an education that they can access.   | Not Answered |
| No | Positive                           | Ashfield academy is a much needed facility for its users.  | Not Answered |
| No | Positive                           | Much needed for supporting students  | Not Answered |
| No | Positive                           | I have seen the value this service offers to children & young people first hand. Children gaining life skills & confidence.  | Not Answered |
| No | Positive                           | A valuable service that cannot be easily replaced  | Not Answered |
| No | Positive                           | This needed for the children sake  | Not Answered |
| No | Positive                           | It is a greatly valued provision for our pupils  | Not Answered |
| No | Positive                           | The residential facility is key to improving the quality of life for such needy students and their families  | Not Answered |
| No | Positive                           | The children really need this provision  | Not Answered |
| No | Positive                           | These children deserve this place!   | Not Answered |
| No | Positive                           | The residential provision is essential for some very needy students and I cannot imagine why the Council could even consider withdrawing that support.   | Not Answered |
| No | Positive                           | This is a vital local service  | Not Answered |
| No | Positive                           | This is a service that is much needed for our young disabled people  | Not Answered |
| No | Positive                           | It is a vital service  | Not Answered |
| No | Positive                           | This facility is needed for the benefit of pupils and their families.  | Not Answered |
| No | Positive                           | Ashfield is an asset to the city and valuably to the people that attend  | Not Answered |
| No | Positive                           | It is an essential provision   | Not Answered |
| No | Positive                           | Ashfield is a wonderful school and the residential provision is a big part of that. It cannot go under funded!   | Not Answered |
| No | Positive                           | It provides a service much needed for the pupils who go there.   | Not Answered |
| No | Positive                           | There should be no reduction in funding. Quite the opposite.   | Not Answered |
| No | Positive                           | It is a vital service for these children and their families  | Not Answered |
| No | Positive                           | Why reinvent the wheel! This provision is more than fit for purpose, it's also under the control of professionals that know what works for the complex needs of their pupils.  | Not Answered |
| No | Positive                           | This is a valuable service for children with SEND and their families   | Not Answered |
| No | Positive                           | Ash Field Academy is doing amazing things for its pupils and it's important to keep funding this amazing work.   | Not Answered |
| No | Positive                           | Residential care is essential to the development of certain groups of children within the school   | Not Answered |
| No | Positive                           | It is needed   | Not Answered |
| No | Positive                           | It's a much needed facility and changes the lives of the children and young people that attend.  | Not Answered |
| No | Positive                           | This is a much needed provision and is desperately needed for these children   | Not Answered |
| No | Positive                           | Funding needs to stay  | Not Answered |
| No | Positive                           | Having worked with children with children with SEND and their families, ANY additional support/services is vital.  | Not Answered |
| No | Positive                           | The funding is needed to continue the great work that Ashfield school has been and is doing  | Not Answered |
| No | Positive                           | This service is one of a kind. I have seen first hand the difference it makes. You say you will seek other funding, but that is not guaranteed.  | Not Answered |
| No | Positive                           | Horrendous idea to withdraw for a fabulous service   | Not Answered |
| No | No alternative, Supportive/Respite | This is clearly a necessary support for the children who attend, especially those who stay overnight. Where else will they get this learning, teaching and support.  | Not Answered |
| No | No alternative, Supportive/Respite | Parents desperately need a break if this is the only provision that parents can access and trust its very much needed  | Not Answered |
| No | No alternative, Supportive/Respite | As there is not enough provision of services for young people with disabilities across the city as it is. You have stated that short breaks are provided via the disabled Childrens team, a team that the higher management dispanded without consultation a few years ago & now the LCC has no specialist disabled provision for children & young people. Families rely on the residential stay as part of a short break away from their caring responsibilities & to spend time with their other children of which often get side lined. The children & young people all enjoy staying at residential setting & gives them a sense of 'normality' in their very restricted world.  | Not Answered |
| No | No alternative, Supportive/Respite | It would deprive those in most need of the service access to it also denying the parents of any respite  | Not Answered |
| No | No alternative, Supportive/Respite | The service provides children with support for their extra needs. It can often be a lifeline for parents who need support with those needs that ,at not be met at home. This is a fundamental service to the wellbeing of children who attend the residential provision and their families. To take this away would see many struggle with no similar support available elsewhere.   | Not Answered |
| No | No alternative, Supportive/Respite | Many students are severely disabled, and family need help, also more funds would be spend special transportation daily, making student exhausted even before they start school, also lack extra in the community isn't available when needed.  | Not Answered |
| No | No alternative                     | This facility has been vital for the care of the students of Ashfield school and their parents since the school was opened. If it is closed where will the students be able to go should they need residential care?   | Not Answered |
| No | No alternative                     | There is a lack of facilities for children with SEN at is it   | Not Answered |
| No | No alternative                     | There are no educational hubs in any part of the city for SEND children. No other play groups. Nothing for them on a par with mainstream child.  | Not Answered |
| No | No alternative                     | This provision is highly in need for children with needs and would be extremely hard to find funding for these vulnerable children   | Not Answered |
| No | No alternative                     | This is an essential service for these children and their families and alternative funding would be difficult to find  | Not Answered |
| No | No alternative                     | Good for the students have no where else to go. With all the homes and after schools closing   | Not Answered |
| No | No alternative                     | There are not enough provisions for people with SEN additional physical needs. Quite a few organisations are closing, but what Ashfield academy is doing is what is needed to give an opportunity for people with disabilities and by closing it, where will they go. Taking away something rewarding and successful will be very damaging.  | Not Answered |
| No | No alternative                     | The residential provision provides a vital role to the pupils and their families and cannot be replicated by another provision   | Not Answered |
| No | No alternative                     | There's so many children that have been here for a long time and children that are in need of your help and care. No other school like yours would compare to any other school. Stay open for the children not fair to be moving them around when they have a disability some children don't no how to take it or even move to a new school with new people  | Not Answered |
| No | No alternative                     | Where will these children and families get the much needed support they receive?   | Not Answered |
| No | No alternative                     | Vulnerable pupils are missing out and they have no where else to go  | Not Answered |
| No | No alternative                     | The residential service provides a vital service to parents and pupils who are able to access it. Anecdotal evidence from both parents and pupils is overwhelmingly positive and very clear about the benefits, and to lose it would leave a gaping hole in alternative provision for high-needs pupils in Leicester. As a teacher in mainstream education, I am acutely aware of funding pressures however, in my view, the current lack of funding for vulnerable pupils across the board means that we need to protect the provision currently offered, especially when it is of such high quality as the Ash Field Residential service clearly is. We cannot lose funding for such an important service, even though there might be other avenues of funding in the future, because any cessation of service would have an immediate negative impact on the families who depend on it right now. | Not Answered |
| No | Moral, Supportive/Respite          | I think it is needed to support, grow and include people who get left behind in society due to there different needs and there life is not treat as equal to others  | Not Answered |
| No | Moral, Supportive/Respite          | You are removing a vital resource from some of the most vulnerable youth in society. Removing their chance of independence skills and depriving their families of respite.   | Not Answered |
| No | Moral, Staff concern               | I can't agree to any cut to public service especially a cut to some of the most vulnerable in our society.   | Not Answered |
| No | Moral, Social, Supportive/Respite  | The programme had been rated as 'outstanding' by Ofsted for its ability to increase the pupils' outcomes which clearly suggests it is a successful setting.  | Not Answered |
| No | Moral, No alternative              | In addition, this will also lead to redundancies and during the current climate ( and even at the best of times) It seems a ridiculous decision  | Not Answered |
| No | Moral, Social, Supportive/Respite  | The provision provides students with extra enrichment and their families with vital respite. A nation can only be judged on their treatment of the most vulnerable.  | Not Answered |
| No | Moral, No alternative              | There is no viable alternative for the students at Ash Field. Funding cuts should not be made for the most vulnerable of society.  | Not Answered |



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| No        | Moral, Fund differently                 | This service is vital to the children who attend Ashfield academy. The Residential service that they offer within the school environment is inspirational, the staff go above and beyond each and everyday to ensure each individual student have a bespoke and positive schooling experience. By ceasing this funding it will have a detrimental affect on the students, staff, parents and wider community. The students will miss out on positive opportunities that the school offer, potentially affecting their quality of education and possibly even causing negative mental health. Which in turn will have a knock on affect to the NHS budget.<br><br>Services like this, should be offered additional funding, not have the funding cut. It's appalling, as a charity worker we know how funding cuts can alter the way a service runs, but it's children's education and well-being you are considering, the council need to do the right thing and continue supporting this school. Loose the funding in other areas, such as cycle lanes, that the council have worked so hard on over the past few years, but for what ?!. The children are our future, you must support them. | Not Answered |
| No        | Moral                                   | Stripping of essential social care morally wrong.  | Not Answered |
| No        | Moral                                   | You have been paying it all this time and nothings been mentioned. All of a sudden it's not allowed.you can't change the rules to suit the council   | Not Answered |
| No        | Moral                                   | This is why I have lost faith in the council. Not for the people but all for themselves  | Not Answered |
| No        | Moral                                   | All the persons deserve the same as all able bodied person.  | Not Answered |
| No        | Moral                                   | SEND provision should be protected   | Not Answered |
| No        | Moral                                   | Removing money from young people with complex needs?   | Not Answered |
| No        | Moral                                   | We face a SEND crisis, and a Labour Council is expected to be there for the most vulnerable in our society!  | Not Answered |
| No        | Moral                                   | The most vulnerable children should not be paying for national government cuts in funding to LAs.  | Not Answered |
| No        | Moral                                   | This is a vital part of enabling access to services for both disabled children and their parents. These people do not get enough support as it is and would be awful to lose this.   | Not Answered |
| No        | Moral                                   | I feel it is discrimination against children and families who have already challenged lives  | Not Answered |
| No        | Moral                                   | Why take even more away from children/young adults who are already at a disadvantage because of their different abilities  | Not Answered |
| No        | Moral                                   | The children need us.  | Not Answered |
| No        | Moral                                   | If Leicester city council can't provide for those who are most in need.then what's the point of having a council.or don't morals count for anything anymore ☹️   | Not Answered |
| No        | Moral                                   | Valuable provision for students who are already let down by the LA. Needs to remain.   | Not Answered |
| No        | Moral                                   | How is this question even being asked? These children deserve to receive the specialist care they need and get the opportunity to experience the activities provided!  | Not Answered |
| No        | Moral                                   | This proposal is an attack on disabled people and workers. The council should be increasing funding not cutting.   | Not Answered |
| No        | Moral                                   | Shortsighted vision. These students deserve the opportunities to develop independence of living away from home whilst in a safe and secure environment.  | Not Answered |
| No        | Moral                                   | The children need the suppor, everything I'd being taken away  | Not Answered |
| No        | Moral                                   | Such a valuable service to our students. Atrocious they are considering cutting the funding.   | Not Answered |
| No        | Moral                                   | Young people with additional needs must be supported to become as independent as they can. Every teenager deserves a chance to learn to live and look after themselves.  | Not Answered |
| Partially | Fund differently                        | Timing, council should seek to work with Ashfield so structure /alternative funding can be sought  | Not Answered |
| No        | Fund differently                        | How will Ashfield give residential provision with no funding? Surely you need to go to the central government to ask for such important funding?   | Not Answered |
| Yes       | Fund differently                        | The provision should be funded by social care / transitions / preparing for adulthood.   | Not Answered |
| No        | Fund differently                        | If other streams of funding can be reliably sourced, that can commit to a long term investment, then funds could be reduced. Essential services should be allowed the security of knowing where their funding streams come from so can securely continue to provide provision and safeguard families and children.   | Not Answered |
| Partially | Fund differently                        | Can the bed provision not be reduced and the addition funds saved dispersed between other schools who are desperately trying to fund staff for 1:1 children. This way Oak Field could continue to help their students develop their skills for independent living and their families some badly needed respite. I don't understand why it has to be an all or nothing approach.  | Not Answered |
| No        | Educational, Supportive/Respite         | This residential is incredibly important for our students and parents and daily life skills  | Not Answered |
| No        | Educational, Supportive/Respite         | I taught at Ash Field for 7 years. I could see how much the residential element of the pupils' schooling helped them to become more independent and mature. They gained confidence while their parents were given well needed rests  | Not Answered |
| No        | Educational, Supportive/Respite         | Gives parents some respite and gives pupils skills necessary for independent living  | Not Answered |
| No        | Educational, Supportive/Respite         | As a former employee and mother of a disabled child I understand the importance of the residential unit. Not only does it provide the independence to the pupils that stay but also much needed respite for their families allowing them a chance to some time to themselves and also with their other children.   | Not Answered |
| No        | Educational, Supportive/Respite         | Taking away vital support for students with additional needs and their families. The support is there to assist these children / teenagers to learn some independence away from family life, whilst also giving the families much needed rest to enable them to continue to care. Without these facilities many more people with additional needs will enter adulthood needing increasing amounts of external support as they won't have the life skills or potentially the family assistance due to burn out.   | Not Answered |
| No        | Educational, Supportive/Respite         | This is one institution that gives these children the sense of normalcy. Children can learn life skills and when money is spent by government on funding projects which are non sustainable, this is one project which looks into the well being of vulnerable, special individuals. This is the only place they get a chance in life to learn life skills which cannot be learnt in a classroom.  | Not Answered |
| No        | Educational, Supportive/Respite         | Having worked with the students who attend resi I have been able to see amazing results in mental health, learning of living skills, confidence and this service has been brilliant to work along side. To say it's not educational is really closed minded. The education for the the students in SEN schools is so much more than qualifications.  | Not Answered |
| No        | Educational, Supportive/Respite         | This is a critical offer for our children and their families. The City fails to offer enough opportunities for independence for physically disabled children outside of school and this unit gives them a chance to learn those skills in a safe environment where we have the expertise to do this to an outstanding standard. Without this, more disabled children will end up living at home, more pressure will be placed on parents long term, more disabled children will be lacking confidence and social skills leading to greater mental health issues and more disabled children will fail to be employed or access other services.  | Not Answered |
| No        | Educational, Supportive/Respite         | I have first hand experience of how residential provision at Ashfield Academy benefits the residents through through non educational means and yet provides massive educational benefits.  | Not Answered |
| No        | Educational, Supportive/Respite         | I feel this service offers a lot to the pupils who use it as it enables independence as they learn valuable skills. promotes mental health wellbeing as many different activities are carried out during this time.  | Not Answered |
| No        | Educational, Supportive/Respite         | It's such a massive help to put most vulnerable students that need that extra help. Parents at home either can't manage or don't always have the skills or time to help educate in preparation for adult life. These are their lifelines .   | Not Answered |
| No        | Educational, Supportive/Respite         | This is education for the children who access it. It surely falls under the compulsory section of any EHCP/SEND provision 'preparing for adulthood' but also provides vital care for families most in need!  | Not Answered |
| No        | Educational, Supportive/Respite         | Totally wrong to be removing this facility. It creates so much independence, social skills and also offers some respite to parents/carers.   | Not Answered |
| No        | Educational, Social, Supportive/Respite | This facility clearly helps the children attending to make friends and learn skills that will aid their independence in the future. They are therefore LEARNING life skills that they would not access elsewhere. Life skills are every bit as valuable as educational skills and it would be wrong to deny these children the ability to learn in this way. Additionally, parents and carers of these children are able to get much needed down time.   | Not Answered |

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| No | Educational, Social, Supportive/Respite | <p>The school's overarching aim is as follows:<br/> For all pupils to receive the very best education and care;<br/> to be best supported to live happy and fulfilling lives beyond Ash Field;<br/> to enjoy as much independence as possible;<br/> and to be able to positively contribute to society.<br/> Resi plays a fundamental role in ensuring the school meets this aim.<br/> With this in mind and using information from our pupils' Education, Health and Care Plans (EHCPs), as well as local and national research, we have identified key objectives that our children need support in and that we believe Resi can most effectively impact on. These objectives are as follows:</p> <ul style="list-style-type: none"> <li>• Independence: we particularly focus on the life skills that will support learners to be more independent beyond our doors and in their adult lives;</li> <li>• Social Skills: we are keen to ensure that our pupils are able to make positive, healthy relationships with both their peers and those older and younger than them. We recognise that for pupils in wheel chairs and with complex medical needs, socialising outside of school is extremely difficult. This could be extremely detrimental to pupils; Resi can meet this need and ensure positive outcomes in this area.</li> <li>• Emotional Self-Regulation: we know that having a special need or disability can make it particularly difficult for pupils to manage their emotions. Research shows that cognitive impairment in isolation can make this challenging, and so our pupils, with not only cognitive but physical and/or medical needs, are particularly vulnerable to having low self-efficacy, reduced confidence and/or a negative self-image. Emotional self-regulation is often the result of these vulnerabilities and we are determined to ensure we counteract this.</li> </ul> <p>The day and residential elements of the school work closely together. Communication is vital between staff, and a key element of this is ensuring the ambitious, individual goals set for pupils are worked on holistically.</p> <p>Whilst there is no one model that the school ascribes to in order to ensure pupils progress, Resi</p> | <a href="https://consultations.leicester.gov.uk/">https://consultations.leicester.gov.uk/</a> |
| No | Educational, Social, Supportive/Respite | These services are vital for our children to reach their full potential and engage with their peers. Vital for parents to have much needed respite for their own mental health. Also hugely beneficial to siblings of children with complex needs to have respite.   | Not Answered  |
| No | Educational, Social, Supportive/Respite | <p>The residential plays a huge part in the pupils education. It promotes independence, confidence and life skills that they can take away with them when heading into adulthood to try lead the most independent life as possible.<br/> Even if they are not fully able to live alone, having basic skills such as brushing teeth, making a cup of tea or being able to put the washing on gives them some sense of responsibility for their own care when some can't do many other "basic" and personal needs independently such as going to the toilet or feeding themselves. Most of these skills are learnt through resi and the students have enthusiasm and encouragement from staff and other students to learn these skills.</p> <p>Many of these students it allows them to have a social life with their peers. Many either don't have the transport or have overnight medical interventions which doesn't make it possible for them to have sleepovers with their friends. At resi the staff are trained to be able to support all their needs so they can feel like teenagers and share an evening with their friends watching tv, chatting, doing sports activities or homework together before going to bed.</p>  | Not Answered  |
| No | Educational, Social, Supportive/Respite | <p>The decision to withdraw funding from our Residential Department will not just effect the current students that attend but it will also effect the students that join ash field in the future. They will not be as fortunate as me and the other students that love and attend resi every week</p> <p>The residential department teaches us just as much as our lessons in school as it delivers the opportunity for us to grow as people. I believe that I would I would be nowhere near where I am now with my confidence and ability to be independent, resi has helped me massively with my social skills and without it I would not be the same.</p> <p>If resi was to close I cant begin to think about how many people would lose core independence and core life skills. Resi is absolutely vital as it gives students the chance to do things they would never usually do. Resi has provided us many residential trips and experiences like our trips to Norfolk, Butlins, Scarborough and many more. Ash Field will not be the same without it.</p>   | Not Answered  |
| No | Educational, Social, Supportive/Respite | <p>Questions and speeches given during the pupil meeting with the local authority are attached.</p> <p>I am passionate about the resi staying open. It is an amazing place that teaches us vital independence and social skills in a safe environment that meets our needs. Without this, many of us are stuck at home or in school and find it difficult to socialise and learn these vital skills alongside our peers.</p>   | <a href="https://consultations.leicester.gov.uk/">https://consultations.leicester.gov.uk/</a> |
| No | Educational, Social, Supportive/Respite | <p>I am a student at Ash Field Academy. I would like to persuade you to keep Resi open because it teaches kids with disabilities how to be as independent as they possibly can.<br/> Independence is a life skill which is more difficult for children with a disability. Resi isn't like a baby day-care centre, you get treated like a normal student like you would in school. Resi teaches students with disabilities how to be independent, look after yourself, cooking and doing your own daily care such as brushing your teeth on your own/ They teach you how to be responsible for yourself. Resi gives you the opportunity to spend time with your friends. It gives your parents a break and the children from family. It is a different environment than school. I think it's really beneficial for me and other student's because you wouldn't get to communicate with your friends as much as you can in Resi.<br/> If Resi closed, it would feel like you're losing a part of your family and you would lose your independence. At home, parents automatically do things for you but in Resi they allow you to try and do it on your own, which means you can build your independence over time.<br/> If you think independence is not educational, than have another long think about it because without independence where would you be now? How would you feel if you had a disability and your independence (our Resi) was taken away from you? Whether you have a disability or not, independence is for EVERYONE!</p>   | Not Answered  |
| No | Educational, Social, Supportive/Respite | Because resi is so important to us. We learn things we never thought we would. Like I've learned to trust a member of staff in the middle of the night and not just rely on my mum. I've learned to relate to kids of all different ages. I've learned to pack my own bag and tell staff my problem. We need this so much. It helps us catch up with other teenagers.  | Not Answered  |
| No | Educational, Social                     | This provision has been crucial for my son's development over the years. He has learned to become more independent and above all has gained and become social with his peers. Something he struggled massively with.   | Not Answered  |
| No | Educational, Social                     | Education is not only about what is delivered during the school day in the classroom. These students and their families need the support of the residential unit to help them develop the independence and social skills they need in an environment they are comfortable with for when they have to move on into adult life.  | Not Answered  |
| No | Educational, Social                     | The students get a lot out of the residential provision, not only gaining independence skills, but being able to socialise (crucial for any child and their development, even more so now after lockdown) amongst their peers/friends in a safe environment with trained staff who can deal with their complex needs.  | Not Answered  |
| No | Educational, Social                     | These children should be given every opportunity to experience "normal things" social skills are a huge part of their development. Not only does experience like this enhance social skills it is important for their mental health. I find it hard to believe that there is even a question over this. To say i am shocked and disgusted is a huge understatement.  | Not Answered  |
| No | Educational, Social                     | <p>Because it is an essential resource for the students.</p> <p>Everything takes longer for these children and young people to do, so they need more time to learn the things than other kids. Extra hours in school in the Resi department gives them gives them opportunities to catch up on things like communication and interaction skills, to build independence abilities and to improve their mental health and emotional wellbeing.</p> <p>These children and young people don't get a chance to mix with people in scenarios that aren't school or home. Resi gives them opportunities to develop their personalities and their mental capacities by being in an environment that is neither school per se nor home.</p> <p>This can't be done during the day as they're busy studying maths English and ICT during the day. As I said everything takes longer for these kids.</p>   | Not Answered  |
| No | Educational, Social                     | Because 'Resi' is a crucial part of my daughter's education. It is a valuable experience that teaches her all she needs to know about branching out from the family, relating to people who she doesn't know very well, helping them help her with her needs and learning about the world around her.  | Not Answered  |
| No | Educational, Social                     | <p>This is a great asset to young people with additional needs to learn basic life skills and socialise<br/> With other peers with additional needs there's nothing like it anywhere and is beneficial to these youngsters, you mentioned respite and help from disabled<br/> Childrens services, i for one am in this system with my daughter the wait time was long and they offer few hours a week as a full time carer<br/> To a child<br/> With complex<br/> Health needs and a learning disability 5 hours isn't a lot , I use this time to spend time with my other child who is I feel always pushed aside</p>   | Not Answered  |

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| No | Educational, Social                                     | My children have all had the chance to stay overnight at friends or grandparents to learn about being separated from their carers how will these pupils learn that? How can they become independent emotionally if we do not give them the opportunity to be so. Emotional literacy is an important part if growing up.  | Not Answered |
| No | Educational, Social                                     | This provision is crucial to the social and mental health well being of its residents. It essentially is an educational setting because of the extra curricula activities it provides!   | Not Answered |
| No | Educational, Social                                     | I taught at Ash Field for approximately 18 years working principally with children with complex needs. The children gained so much from using the residential facilities, not just socially but from an educational perspective. Language and communication skills benefited particularly and working alongside the staff in the wing it was easy reinforce learning that was taking place in the classroom. Often putting it into practical situations not possible in the classroom. But honestly, if you could see the pride on the face of a child after they've spent their first night away and then the excitement the next time their turn came round you would not give serious thought to this plan.   | Not Answered |
| No | Educational, Social                                     | Education should include developing life skills and independence for those most at need which this service clearly does. Add to this the social benefits of the students developing independence alongside their friends and peers makes this an invaluable service to the young people and families who benefit from it. A service Leicester City Council should be proud of, not be questioning.   | Not Answered |
| No | Educational, Social                                     | As a mother of a daughter who attends ashfield academy the residential department has done wonders for my daughter. She is now able to cook do her own washing at home and the confidence in her is outstanding. By taking it away from her she will not be able to socialise with her friends or learn any vital life skills.   | Not Answered |
| No | Educational, Social                                     | The residential department provides students with vital education and social opportunities that can not be met in the school setting. Some EHCP outcomes can only be worked towards in the residential setting eg those valuable life skills involving personal care. Due to the nature of our students disabilities they also may never have the same social opportunities mainstream students would have such as sleepovers with friends and community access to leisure activities. Again this is something that the residential department provides.   | Not Answered |
| No | Educational, Social                                     | The Residential provides the pupils with independence skills and socialising with friends with judging their ability. It's an integral part of the school where they practice and learn skills for independence  | Not Answered |
| No | Educational, No alternative, Supportive/Respite         | There is no otherservice for these pupils.<br>The are educated necessary life skills within the residential it's a vital part of education and supports pupils and their families.   | Not Answered |
| No | Educational, No alternative, Supportive/Respite         | There is only one other overnight provision within the city which has a waiting list of well over a year to access ..there is a definite , desperate need for another overnight provision for SEND young people within the city . When it is stated that Ashfields overnight provision is not an educational facility - it is a valuable educational resource in areas of teaching independence skills and self care which all the pupils require education in this area, which very often cannot be taught during the general school day . Education for many SEND children is not always about English , Math , history etc.. but how to promote them to live as independently as possible which surely Ashfield has the overnight provision to do this successfully .   | Not Answered |
| No | Educational, No alternative, Social, Supportive/Respite | Good quality care and education for SEN children is very difficult to find and expensive. This is a vital service therefore for both pupils and their families; pupils are able to extend their education, social and otherwise through developing some independence and working collaboratively in a safe and supportive environment. Their families benefit from respite care, this enables them to work, rest and be better able to care for their children when they return home as having a special needs child is exhausting. If this facility is closed where do these children go? Their parents aren't going to be able to provide a similar experience and the pupils will miss out massively.   | Not Answered |
| No | Educational, No alternative, Social, Supportive/Respite | This outstanding provision provides an extended education provision that is so valuable to pupils. Pupils continue to develop their personal development goals and allows them to practice their indenpent living skills away from the classroom and family home. Pupils who attend resi are not able to go to their friends houses or family houses for social occasions or sleep overs due to the nature of their physical disabilities and complex medical needs. Taking this provision away is denying these children the opportunities that other children have as a standard offer e.g extra curricular, sleep overs at friends, social time away from home. Just to be clear there is virtually zero opportunities through the LA available for pupils with the complex needs our pupils have.  | Not Answered |
| No | Educational, No alternative, Social                     | The provision is classed as outstanding it provides children with the children with social and emotional activities and prepares them for adulthood where are these children going Access the extra education facilities they need in the community doesn't provide for them physically they sometimes can't even get in the door then there are their health needs which are complex and need highly trained people to look after them.<br>A lot of these children are life limited and deserve the opportunities other children have their opportunities get less as they get older  | Not Answered |
| No | Educational, No alternative                             | The pupils are able to learn important life skills at the residential school which they might not be able to do at home due to access/size of their kitchen etc.   | Not Answered |
| No | Educational, No alternative                             | It is a well needed service for the pupils of our school to gain such needed life skills and independence and if this is taken away they WILL NOT get this chance.   | Not Answered |
| No | Educational, No alternative                             | This is an invaluable service that gives children and young adults the support and teaching to learn key skills, without this service they won't have the ability or opportunities to gain basic living skills   | Not Answered |
| No | Educational, No alternative                             | Although not staffed by teachers the residential provision teaches important life skills (part of students ECHP's and curriculum as they reach adulthood) that are promoting independence for pupils with complex needs. These skills may not be taught as fully or explicitly if not in this setting and pupils may not be able to access it elsewhere in Leicester or Leicestershire   | Not Answered |
| No | Educational, No alternative                             | Its a place where this special students can learn skills to help them with their future independence.<br>Sadly there is no other place they can attend to achieve this.  | Not Answered |
| No | Educational, No alternative                             | Education comes in many forms not just english maths and science. This facility seems to be teaching them how to fuction independantly as adults which is also apart of education. If you were to remove funding for this service you should have an alternative service in place before removal as this is vital. If you look at the eh department they state to all hime eduating families that they must be providing a good standard of education and part of that education is to make sure they can function as a member of society within the community, if you take the funding away you are not doing this yourselves.  | Not Answered |
| No | Educational, No alternative                             | SEND provisions are exceptionally important to students, parents and the wider community. These facilities offer opportunities that are simply unavailable elsewhere they are a lifeline for many families and provide young people with opportunities that their able-bodied, neurotypical peers have access to daily.<br>'Education' for disabled, neurodiverse and pupils with learning difficulties looks very different to mainstream education. Life skills, communication and independence are the cornerstone of development. Residential facilities such as this are able to offer these education opportunities in an environment better suited to them than a school setting and are also able to extend learning from school into a 'real life' setting.   | Not Answered |
| No | Educational, No alternative                             | This department is vital to these children and families. It enables the students to become independant, to learn new skills and to learn how to socialise. Almost all of those children wouldn't get the opportunity for any of that outside of Ash Field. The government doesn't provide any of this support when they leave Ash Field, where else could this happen.   | Not Answered |
| No | Educational, Moral, Supportive/Respite                  | Please maintain the Special Educational Needs and Disabilities(SEND) funding for Ashfield Field Residential School.<br>It is the only facility for children children with disabilities and special medical needs in Leicester city, county and Rutland.<br>Respite care does not give the same level of support.<br>The school provides skills education in personal development, communication and academic learning that cannot be provided elsewhere.<br>Disruption will affect the mental and physical health of the children and cause considerable stress to the parents I am an ex social worker. Finding alternatives can be difficult and equally costly.<br>Closure may not comply with the 2010 Disability Act Equalities<br>Cutting the funding will be to the detriment of very vulnerable children in the interests of the Council saving money. | Not Answered |
| No | Educational, Moral, Social, Supportive/Respite          | This gives children life lessons to help them in the future moving towards independent living. The residential experience provides some respite care for families and the students. They provide opportunities to socialise out with their families. If the residential facilities are closed it will be a huge backward step for these special students who need every life opportunity we can provide.   | Not Answered |
| No | Educational, Moral, No alternative                      | Absolutely disgrace to even propose it. Places such as Ash Field Academy are strongly needed to provide EDUCATION in all areas of life and are few and far between and a LIFE SAVER to those who need it!!   | Not Answered |
| No | Educational, Moral, No alternative                      | The service provided in the residential department is education of a sort that could not be provided in other settings. It is a disgrace that the city council is even contemplating cutting the High Needs Block funding as it will had a devastating impact on the already extremely limited lives of the most vulnerable people in the city and the county. The HNB funding must be retained.   | Not Answered |
| No | Educational, Moral, No alternative                      | I think that it's vital that we fight for the needs of special needs children and their education. The ash field residential department provides that education for all its pupils.<br>The livelihood of special needs children is important and cutting the funding would take that away from them completely. No other service can provide for SEN children like the Ash Field Residential Department  | Not Answered |
| No | Educational, Moral                                      | It is an important part of our community.<br>Resi is an extension of the school day where the three objectives of Independence, social skills and emotional self-regulation are at the forefront of everything they do as they as they learn new skills and prepare for the future.<br>For these to be removed is inhumane and the government once again letting down our people who need help the most.   | Not Answered |

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| No        | Educational, Moral   | <ul style="list-style-type: none"> <li>If the HNB is a set amount of money, it should be impossible to overspend, let alone by an amount as big as £6,000,000. Residential should not be penalised because the person in your department responsible for distributing the funds, is clearly terrible at their job.</li> <li>Ash Field were told that it was not necessary for Residential provision to be included on the EHCP's, and now you're using it as a point against us in the strategic review. Although you claim that no decision has been made, this clearly indicates that this is something that has been planned for a while, as the EHCP's are legally protected, which by extension would have protected the department, so you would have been forced to look elsewhere to make your cuts. This tactic is very underhanded and if the department does closed down it makes the council and LA look extremely bad.</li> <li>I doubt it is a coincidence that the funding review took place after the school declined your proposal for the department to become emergency respite for all children across the city/county. This makes the whole process seem cruel and spiteful, as well as unfair. Basically the Residential Department became a target as soon as you didn't get what you wanted.</li> <li>The proposal to withdraw funding was based on a representative visiting a department that's been open over 30 years, for one hour. A decision this big warrants more time and more than one person's opinion. This is an absolute disgrace.</li> <li>To suggest that what we do is not educational because you saw no evidence of Maths and English is not only insulting, but also wrong. It disregards that disabled children learn in a different way. Many of the children will never be able to read, write, and/or count to ten, but this does not mean that they are not being educated. This indicates that the council and LA do not have any understanding of disabilities or what it means to be inclusive.</li> </ul>  | Not Answered |
| No        | Educational, Moral   | This is extremely unfair for the educational provision for these children  | Not Answered |
| No        | Educational, Moral   | This is an absolute joke. These young people, flourish, and grow happily in the purpose built facility, like other schools funded, they have the specially trained staff to teach, help and nurture the young people, as Other schools definitely couldn't accommodate the students. Families as well as the students need this school, it would be so wrong and unfair to take it away, EVERY CHILD MATTERS, and has a right to an education, the council, and powers that be should be providing this, and Not be bias as to which child has a right to an education and which child hasn't! You talk about equality, where is the equality of an education in a safe and acceptable environment for these young people??  | Not Answered |
| No        | Educational, Moral   | More and more children are being recognised on the special needs spectrum, so closing schools and withdrawing funding surely will deprive children/young adults of teaching of how to succeed and create a wonderful life everyone deserves and to be their best selves. More Special educational schools are needed and for any council to even contain the idea of withdrawing funding/closing them. Sends an image of those children not being wanted in the councils districts which is disgusting.  | Not Answered |
| No        | Educational, Moral   | The opportunity to develop lifelong skills such as independence, self regulation and social skills to name but a few is one of the reasons that Ashfield should not cease to have residential provision. It is fundamentally important to developing the whole person. It would be criminal to cease this provision.   | Not Answered |
| No        | Educational, Fund differently, No alternative, Social, Staff concern | <p>Recognising that the funding of the HNB is likely to alter in the future there needs to be real consideration given to the funding of the residential provision from alternative funding sources within LCC. We would urge the Executive to consider and make a political decision on not only the HNB but use of the General Fund.</p> <p>That the residential provision under criteria for the HNB is not educational is a spurious one for the students at Ash Field. How do we value education - can it be measured by SATs results, progress against arbitrary lines of progress, GCSE results or in a wider context of education in preparation for life outside formal education? Is all education measurable? It has been stated that the educational learning opportunities gained from attending the residential provision can be addressed within the school day - how can this be achieved? The opportunities that the residential provision provides in giving students access to social settings, practice of life skills, development of social skills, being away from a home environment cannot be measured by the current educational standards which fail many students in mainstream education.</p> <p>The removal of the provision at Ash Field is very specialised, has been consistently been rated as outstanding by Ofsted and would severely impact on the future outcomes and independence of the students at Ash Field in their future, adult lives. This in turn could have future cost implications for the city and parents. Further the skills and expertise of the staff in the provision, recognised by Ofsted would be lost, at a time of intense concern regarding staffing recruitment and retention in education.</p> <p>A further excuse in the report is the equity of residential provision across the city - the alternative provisions available is respite provision - is this a race to the bottom in providing outstanding residential provision for some of our most vulnerable citizens in the city? A question that needs to be asked surely is will the pool provision at West Gate be opened to all similar students in the city or closed as it is not an equitable provision?</p> <p>We further note that an academy can refuse to extend its provision and could in reality charge if this were to happen if funding from LCC were to be withdrawn. The experience of the review and changes to the SEN banding within the city resulted in two specialist schools converting to academies. Doors are closing to the vulnerable children in the city.</p> <p>As a matter of great urgency the NEU would urge LCC to reconsider withdrawal of funding to the Ash Field Residential provision and not only consider alternative sources of funding but act on this to ensure the retention of a much used, outstanding provision.</p>   | Not Answered |
| No        | Educational, Fund differently, Moral, Social, Supportive/Respite     | <p>The residential unit at Ash Field is invaluable in providing care, a home from home AND an education. Education is about so much more than academic subjects and outcomes that are measured by exams.</p> <p>The provision at Ash Field likely reduces the burden on adult services as the young people develop social skills, functional skills, independence, resilience and friendships. Testimonials from the pupils show how their quality of life has been improved by the residential unit.</p> <p>All of this is deserving of HNB funding, and rather than withdraw it as the provision doesn't cover everyone with SEN in the county, why not use it as a model to expand provision?</p> <p>Considering withdrawing funding before securing other streams could be seen as discriminatory against a group that already struggle to have their voices heard. Before judging that the provision isn't educational, go and talk to every single person who uses, and has used, the residential unit.</p>  | Not Answered |
| Partially | Educational, Fund differently  | I do not entirely agree with the statement that the provision only supports non-educational activities. For pupils with SEND, personal development and independence skills, which I know are taught within the provision, are an equally important part of the curriculum. However, I do not think this should be funded through the HNB.  | Not Answered |
| No        | Educational, Cost effective  | <p>leadership and the LA, UNISON disagrees with the proposal on several grounds.</p> <p>Firstly, the rationale upon which the proposal is based is unsound. Essentially, the LA's position is that the residential provision's work with pupils is not sufficiently educational to justify HNB funding. This has been made clear by both elected members and officers during our meetings on the subject, and indeed is alluded to in the conclusion of your scrutiny report, which argues that, "...the educational benefits are not clear, and the learning or Preparing for Adulthood activities could be part of the curriculum, which could easily be transferred into the school day," (para. 4.31). Not only does the report fail to offer any evidence in support of this claim, but it in fact illustrates precisely the opposite. A few select examples of what is plainly educational activity (noting that the LA has, despite numerous requests, provided no definition of what it or any other relevant body considers to be "education") identified by the report include:</p> <p>"The independence flat supports pupils to learn shopping, cooking and washing skills." (4.6)</p> <p>"One case study provided by the Academy, identified a pupil who had attended the provision from the age of 8 years old. He had developed various independent skills more recently wanted to hoist himself and dress independently. With support of staff, he was able to achieve this goal." (4.7)</p> <p>"...the provision offers the first taste of independence away from parents in a caring and supported environment, enabling pupils to take greater responsibility for their own needs under supervision." (4.16)</p> <p>"An older child described how they had learnt to cook their own meals with ingredients they had selected and purchased themselves. They were particularly proud of having learnt how to chop vegetable ingredients without needing assistance, despite having limited use of their limbs." (4.20)</p> <p>Given the above, and all of the other evidence gathered by reviewing officers, it is difficult to understand quite how the LA has concluded either that the educational benefits of the service are not clear, or that the activities undertaken could be easily transferred into the school day.</p> <p>Secondly, we feel that the LA is taking a dangerously short-term approach to the interaction between SEND education and social care. As reflected in the evidence cited above, and elsewhere in the reviewing officers' accounts, it is clear that one of the main benefits that pupils derive from the service is learning key skills which allow them to live more independently than would otherwise be possible. Since most of Ash Field's pupils are city residents, this greater independence has the secondary effect of reducing the financial and organisational pressure on the LA's social care services.</p> | Not Answered |
| No        | Educational  | Students with the complex needs of those attending Ash Field require support/ education/training that extends beyond the normal school hours. This enables them to achieve their maximum potential, a greater degree of independence and improved mental health. In my experience, this school is outstanding with dedicated hard working staff and students who make amazing achievements. A school to be proud of.   | Not Answered |

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| No        | Educational | Ash Field's residential provision provides a continuation of the education our pupils receive during the school day. There is continuity provided through liaison with class teachers and resi staff work on the educational targets and goals identified which feed into their EHCP outcomes. For some pupils, the residential provision offers educational opportunities that pupils cannot access during the school day or the chance to learn and practise skills with increased frequency.<br>You mention the fact that no teachers work in the department during resi hours however a majority of the regular staff are also classroom-based teaching assistants or Lead teaching assistants with an HLTA qualification. The provision is overseen by members of the Senior Leadership team (senior teachers in the school) and these teachers are the line managers of the Resi Management team.<br>As part of the resi improvement plan, managers met with and were coached by a senior teacher in the school (blue pathway lead) with a view to improve educational outcomes for pupils with PMLD who access the provision.<br>When I read in the preamble to the consultation that 'pupils are involved in various leisure activities and have opportunities to practice their independence skills', I feel it is suggested that these opportunities are 'not' educational and are therefore in opposition to the purpose of the High Needs block funding. If this is the case, then the assessors have not understood what 'education' looks like for many pupils at Ash Field Academy - further reading of their EHCPs would allow you to see how closely aligned the work of the residential department is with the educational outcomes set out. | Not Answered |
| No        | Educational | Young people with SEND will require more time for learning and in different forms. Residential element will provide learning in a safe space for this young group of students. It is vital to their development.   | Not Answered |
| No        | Educational | Schooling is fundamental to our society  | Not Answered |
| No        | Educational | Absolutely disagree. It is providing a education just as Millgate School was. How the LA treated Millgate and pulled thier funding and KFC was disgusting and so many professionals have lost faith in the council as a result. This consultation is a waste if everyones time, decisions have been made. Mayors daughter making decisions that support his plans.   | Not Answered |
| No        | Educational | This service is crucial to the development of these students, I have witnessed the positive outcome this service gives   | Not Answered |
| No        | Educational | I don't only disagree with it, I am disgusted with it!<br>We must support facilities like these, you can see how the residents thrive, the staff put so much effort, love & care into it as well to create a safe space, and promote independence to their pupils.<br>SUPPORT ASHFIELD!  | Not Answered |
| No        | Educational | I completely disagree that this provision is not Educational!! the majority of the children this provision supports do no follow a traditional curriculum. Instead they need educating on their individual life skills. For many these skills that are required the most. Being among their peers whilst learning how to manage basic life skills greatly benefits their confidence and self esteem. Removing this provision will have a drastic impact on the most vulnerable children and will cause a great deal of trouble for their families and the county council in the long term. This process alone is causing a great deal of stress among the children. This is a mistake that will be more costly for future county council delegates to resolve.   | Not Answered |
| No        | Educational | Ash Field Residential provides an educational setting where children with disabilities can learn valuable skills and independence. They can take this with them to give themselves a better future. Taking this amazing place away from them would be like destroying a part of their heart!! Every one has the right to an independent life!! Please don't take this opportunity away from them.  | Not Answered |
| No        | Educational | The residential service is clearly an educational provision, the role of education is to prepare an individual to be a member of society and a happy adult. They are teaching children to be independent and these children need a higher level of instruction in this area  | Not Answered |
| No        | Educational | High needs block grant is for educational services.<br>Education starts at home! The residential service is "home" for some of these pupils and is thus an extension of the educational service.   | Not Answered |
| No        | Educational | Everything that Ash Field Academy does provides a vital education service to the children and young people who go there, whether it be at the day school or the Resi. Education takes many forms, it is not just reading, writing and maths; Ash Field Resi ensures that those children get a well-rounded education which encompasses the social and life skills which they will need as they grow into valued members of their communities. It is becoming harder and harder for SEND children to access the education they need and deserve, please reconsider and do not defund this vital part of their education.  | Not Answered |
| No        | Educational | Residential is an essential part of my daughter's education. I note that you have said that children do not have residential stated in their EHCPs. I have repeatedly tried to include it in my daughter's plan. I feel this has been blocked by the Local Authority. Nevertheless, the outcomes in her plan are being worked towards through residential provision.   | Not Answered |
| Partially | Educational | Our residential provision has proven to make a significant positive impact on outcomes for our learners. They are learning those incredibly important communication, social and independent skills needed to thrive in life beyond Ash Field. Although we aren't a respite provision I know the opportunity has offered families respite opportunities from 24/7 care for sometime more than 1 of their children.<br><br>I do agree that this provision isn't equitable for those SEND learners not at Ash Field. My hope therefore would be that the LA would consider or negotiate with the school the opportunity for a more equitable offer. My concerns is that accessible spaces are limited across the city and that ultimately those children and young people with complex medical and physical disabilities are going to miss out if a respite offer would sit somewhere outside of the Ash Field space.<br><br>A point is made that non-teaching staff are delivering the service. All of our residential staff are very capable individuals who work under the direction of qualified teachers. This is no different that our educational staff being delegated health and social care responsibilities by those services to meet the needs of our learners.   | Not Answered |
| No        | Educational | The definition of educational seems to be focussed on 'academic' education. Resi is providing education in independence and life and social skills- which these children would not otherwise be able to have.  | Not Answered |
| No        | Educational | The residential centre is very important for enabling independence, self confidence and important life skills.   | Not Answered |
| No        | Educational | The aim to provide pupils with skills to be as equipped educationally and to be as independent as possible is paramount. These children need the very best in order to contribute to our society as citizens of Leicestershire.  | Not Answered |
| No        | Educational | This is part of the education for these going people who have additional needs.  | Not Answered |
| No        | Educational | It's teaching the students life skills and a way of being independent which is too valuable to be cut due to funding.  | Not Answered |
| No        | Educational | I am a parent of a child with SEND and also work in supporting children and young people with SEND in the county. Resi is an extension of the school day at Ashfield or the students attending.<br>I disagree that it does not come under education provision, due to the main three learning objectives of the provision: Independence, social skills and emotional self-regulation being at the forefront of everything they do as the students they learn new skills to equip and and prepare them for the future. It would be a tragic shame to withdraw the funding for a provision that supports the personal, social and emotional learning of so many children that are the most in need of it.  | Not Answered |
| No        | Educational | It's an amazing extended education provision for children who need it.   | Not Answered |
| No        | Educational | Because this work is unique and vital. A member of my family worked at Ashfield and I have visited the school and seen what they do. Resi is so important for learning life skills to take forward, and to give students a taste of more independent living.   | Not Answered |
| No        | Educational | Because the children need this to learn their own independence and life skills.  | Not Answered |
| No        | Educational | The children need this to help them with independent living  | Not Answered |
| No        | Educational | It's a much needed provision that is very much an educational provision  | Not Answered |
| No        | Educational | The Children gain so much from being at residential life skills and so much independence   | Not Answered |
| No        | Educational | It is very important for our pupils independence and social development, as well as preparing for adulthood.   | Not Answered |
| No        | Educational | This provision is an essential element of the students learning, encouraging autonomy and building on those life skills to enable Ash Field students to function in the wider community.   | Not Answered |
| No        | Educational | I have seen first hand how the Residential Department has positively impacted children of all ages and abilities. It has increased their confidence and improved their life and social skills in a way that cannot always be done during a school day in the classroom.  | Not Answered |
| No        | Educational | The services that Ashfield provide help already disadvantaged youths gain confidence and the skills they will need to survive. Removing funding will no doubt ensure some of these people cease to play a part in the big wide world.  | Not Answered |
| No        | Educational | As a relative of 2 children that use this service I have watched them grow in confidence and excell in their independence it is a wonderful service that would a great loss to all that use it as it greatly helps to progress its users towards being independence adults   | Not Answered |
| No        | Educational | Residential provision for SEND pupils is still education and will help pupils with skills for the next stage in their life/education.  | Not Answered |
| No        | Educational | It would be a devastating blow to the education and opportunities afforded to some of the most vulnerable children and young people in the city.   | Not Answered |
| No        | Educational | The residential gives the children life skills helps them to learn to enable themselves to gain skills to care for themselves out side of their home environment and to associate with other children with difficulties.   | Not Answered |
| No        | Educational | This is not a rest bite service, this is educational for the pupils. They learn living independently and how to help themselves.   | Not Answered |
| No        | Educational | The work they do is educational in that it's focuses on life skills and things such as confidence building, self esteem, offers support for carers and families in   | Not Answered |
| No        | Educational | The residential dept continues to educate the pupils and encourage an independent lifestyle in a safe environment  | Not Answered |
| No        | Educational | This provision is an essential lifeline to many pupils, allowing them to be independent and thrive in their own right. To take this away would be devastating for the students and no doubt hinder their quality of life outside of education- leaving them without the essential life skills. All pupils should be entitled to an education that allows them to become well rounded, resilient and happy individuals. Why should those pupils with complex needs be any different?  | Not Answered |
| No        | Educational | This is such a valuable resource for disadvantaged and disabled youngsters and the work there is educational in that it teaches life skills. So many benefit from this place.  | Not Answered |
| No        | Educational | Providing after school care and overnight provision is supporting these children with important life skills. This is part of the overall education that is vital for this particular group of children to transition into successful adults. Educational provision is more than teaching maths and English so it's a misinterpretation of what education is needed to call this facility not educational.  | Not Answered |
| No        | Educational | It provides essential and valuable learning activities and experiences for children who attend this residential setting.   | Not Answered |

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| No | Educational   | Ceasing this is not supporting the students for the future, this offering helps students prepare for the future of living independently and hopefully seek employment . This will reduce the impact on the benefits and social care system. The students will be negative impacted with there mental health if this closes , you cannot put a price on the work here. You need to fund more to more SEND schools , not less. You need to grow this not close it.   | Not Answered |
| No | Educational   | This is an educational establishment. Education is not limited to a narrow curriculum but is about learning through a variety of means and methods.  | Not Answered |
| No | Educational   | Although it doesn't provide what is traditionally considered education, the residential capabilities allow learning to take place. It is narrow minded and ableist to suggest it is not educational for the children and young people who access this provision, as it does not consider what education may look like for those with disabilities.   | Not Answered |
| No | Educational   | This facility offers crucial life skills for promoting the independence of these children, it's one of the most important facilities in ensuring they are able to thrive   | Not Answered |
| No | Educational   | In my experience of school's in Leicester this provision is not provided, at ash field they have sent an amazing bar for other SEN schools to take on this provision. Yes not all students take part but the ones that do are in huge need of the experiences and relationships that gain from this to transfer into their day to day education. I feel this should be used to strive towards for all school, not to pull back from it and this opportunity for our young people.  | Not Answered |
| No | Educational   | My name is Ethan Holland and I have been a pupil at Ashfield Academy for 6 years. In my experience, the Residential Department has helped me grow and develop In ways I could never imagine for example, through Resi I have improved my social skills and made friends along the way. It has enabled me to do things I never knew I could like, cook a meal or wash my clothes or do any other of the important life skills, that are necessary to live an independent life and resi is educational to us, and it 100% teaches us life skills that we can use when we leave Ashfield and Residential should stay open so then the next set of pupils that join the department are prepared for the future. I believe that if you close resi other pupils will miss out on the chance to develop these important life skills.  | Not Answered |
| No | Educational   | It's stated the HNB funding is for educational purposes and the residential unit is not educational. The pupils that attend resi and the "leisure activities" are still receiving an education in independence, accessing the community, citizenship and social connections.   | Not Answered |
| No | Educational   | This is a crucial provision which gives these disadvantaged children probably the only opportunity to experience and gain critical skills for some degree of independent living. These skills cannot be replicated in a classroom environment.   | Not Answered |
| No | Educational   | I believe it is an extension of the school, where children are able to learn new skills and prepare for the future, through 3 objectives (of independence, social skills and emotional-self regulation). I do not agree with the proposal to cease funding. I believe the funding is vital for the children who benefit from the residential apartment.  | Not Answered |
| No | Educational   | This is helping children be independent  | Not Answered |
| No | Educational   | It's extremely important in educating pupils and teaching valuable life skills to children with special needs.   | Not Answered |
| No | Educational   | Ashfield provides a great service to the children in our community. It allows them to see how capable they are no matter what the world tells them. The staff are dedicated in supporting the chi5to build their skills to be independent and the LA should be supporting this.  | Not Answered |
| No | Educational   | Vital experience and learning opportunity for the young people who benefit.  | Not Answered |
| No | Educational   | Residential is not a place of respite. This is a place where we teach children valuable life skills. Without this service many would not be able to dress themselves, cook or have any independent skills. This is important especially as most of our children have extreme medical conditions that need constant support by our dedicated staff. During a meeting at the school, people from the council said we should do this During the school day which would not be possible and would impact on other lessons such as maths and English.   | Not Answered |
| No | Educational   | Most important life skills to help with Developing young people with special needs to be as independent as possible  | Not Answered |
| No | Cost effective, Supportive/Respite                      | The proposal reveals complete ignorance of what residential provision offers, how it facilitates good learning for both pupils and any siblings who those pupils would otherwise be living with (and who would likely have repeatedly disrupted sleep if this provision was ended), and the wider,essential, life-skills that the provision teaches. Cutting funding for residential SEND provision will not save the council any money. Indeed, it will likely cost you money in a) increased social care needs of the family who need support to care for their child at home, b) increased future social care needs, as life-skills previously taught at the residential provision will no longer be learnt, c) lost taxes as a result of parents having to stop work to care full time for their children d) lost future taxes as siblings achieve less well in their education when their sleep and home life i'd disrupted.  | Not Answered |
| No | Cost effective, Supportive/Respite                      | This service is invaluable to some of our most vulnerable members of society and their families. To take away funding from such a crucial service would mean families lose potentially the only time they get 'respite' from having to care for their loved ones. I strongly feel this would impact on both the families' and service users mental health. This would be detrimental to society as there is already a mental health crisis within the uk and would put strain on already stretched and under funded mental health charities.   | Not Answered |
| No | Cost effective, Social, Supportive/Respite              | Resi is an essential support for CYP with SEND and their families. It supports increased independence, social interactions and gives family members a much-needed period of respite. To remove respite would likely result in increased costs to services of a different form, for example, PAs to develop independence skills or provide respite.   | Not Answered |
| No | Cost effective, No alternative                          | Short-term savings but the resources buildings & staff have value which will be difficult to re-instate. Families of these children will need support ... social care is under-funded, social workers are over-loaded. The NHS is in crisis because of deliberate under- funding. There will not be any organisation to pick up the pieces. Suffering will happen. Keep what is working.   | Not Answered |
| No | Cost effective, Fund differently                        | At present it provides an exceptional service. By defunding (help with finding other funding!!!?) and taking away a service that in the long term is cost effective it is a dereliction of duty and ignores a duty of care to the pupils that use the service. Let us consider the cost. I seem to remember it is £400,000 with approx 1000 severe SEND pupils over the LEA. £4000 per pupil. Will that cover the cost for similar facilities for each pupil, increased teaching costs in each school. By spreading too thin you devalue and lower the standard.   | Not Answered |
| No | Cost effective, Educational, Supportive/Respite         | It should be noted that while students with needs at the level of those attending Ash Field may be able (for their parents'/carers' sake) use the residential provision as respite care, such respite care (a) very doubtfully will replicate the 'readiness for the world' provision that happens as part of the informal but no less important curriculum at the school and (b) won't meet needs as easily as Ash Field in the sense that students will more likely thrive in an environment that they know well. I would ask the council to consider: does Ash Field's provision save the council money by not adding to the respite care bill, which may increase as a result of this decision and (b) even if it doesn't save the council money is there an argument that the value of what they're doing in those residential experiences greater and therefore worthy of maintenance? Also, can Ash Field not be prevailed upon to provide council-level respite care for its non-residents as part of the solution to this, especially if there are under-used places for this provision at Ash Field?   | Not Answered |
| No | Cost Effective, Educational, Social, Supportive/Respite | I believe that the residential department should stay open because it's a great place where students get to spend time with their friends and learn independence skills like cooking, shopping and laundry that will greatly benefit them in there life now and in the future. Everytime I am in Residential I have a great time and constantly laughing. The Resi staff are some of the best in the school and I could talk to them about anything, they've helped me out a lot in my life and they always take the extra step. even if you cut the funding to 'save money' in the long run more money will be spent as the pupils that attend the Residential department will need something else and so will the parents so more money spent out on PAs, carers and Respite places if the Residential department so please reconsider.  | Not Answered |
| No | Cost effective, Educational, Social, Supportive/Respite | In my opinion resi is an excellent opportunity for young adults to gain independence and social a life for the future and everyday life, It also gives parents an opportunity to have a break. It will be devastating for many staff and students if resi shuts down. Residential gives students to spend time with each other as it has the equipment to help us with the hoisting and staff trained with our medication for our individual needs. Residential organises trips for us students to feel free and also to gain independence to gain different experience that we wouldn't usually have. I have been on holiday with Resi it was a great opportunity for many people to go on trips because it can be difficult for many families to go on holiday. If Resi closes it won't be fair on people. Resi is just as educational as school. We don't sit behind a desk to learn but we learn so much in Resi and we're allowed to do things on our own to build up our skills. We need Resi to give us life skills. I think that as a council you will have to support many of us more in the future if we don't have places like Resi. Please don't take Resi away from us. | Not Answered |
| No | Cost effective, Educational, Social                     | Because you will take away the money to support the students and there independent and social life in a safe trusted environment which families feel comfortable with and learn independently to cook and do every day personal needs etc and not to mention the chance for students to interact on a social level games crafting etc if you remove the funding from Ashfield these kids would then need to have respite care that cost will all fall to council funding so it really would be a false economy   | Not Answered |
| No | Cost effective, Educational, No alternative, Social     | The provision for young people with disabilities is very low. This is an educational and social provision that prepares young people for the adult services by teaching independence skills. Thus will ultimately save money in the long term which is the city councils concern in the short term. The quality of life given to these young people is immeasurable and needs to be continued.   | Not Answered |

|              |  |  |   |
|--------------|--|--|---|
| No           | Cost effective, Educational, Fund differently, Moral, Social | <p>Our children gain invaluable skills and education from Resi that they wouldn't get in any other setting. Our pupils are given the opportunity to develop vital life skills and to experience things that they would never be able to experience without it.</p> <p>It is an essential service for the children and families.</p> <p>It is better to support this cohort early on to ensure skills are developed. If we are waiting until pupils are 16+ then we often see these students failed as college options are just simply not prepared to support the needs of our pupils.</p> <p>Your plans are short sighted and will come with huge consequences for all. The costs of supporting these children and young adults will fall on your shoulders in the future if they do not have the opportunities that the Residential services provide. It is safe to assume that providing care and support for these students further down the line, students who will be less independent, will potentially be much more costly to you.</p> <p>Carers and parents across the city are at breaking point. They deserve more support. We need to fight for further funding from the central government. There must be something else the Local Authority can do to reduce over spending. Is the Council fighting the government to increase the funding? It is my understanding that if as few as 5 young people go into crisis without the support from residential care, it would cost the council £2m for those pupils to go into a suitable care placement. Can the council afford to support this?</p> <p>Why should the most vulnerable of our community pay the price?</p> <p>It's appalling, heart-breaking and completely counter productive.</p> <p>As a teacher who is just starting out my career, the state of the education sector is nothing but terrifying. This is not sustainable and making further cuts to education will have a devastating impact. This is far from just a respite service. I see first hand the impact that our Residential service has. Many of my group use the service on a weekly basis and to watch our children flourish, prosper and succeed on a personal and academic level is an absolute privilege. Pupils who didn't think they'd be able to develop skills such as using a knife to prepare food have been supported to find creative solutions to overcome these barriers while in Resi. Communication, independence and interaction skills are explored and developed in a way that pupils wouldn't have access to outside of school due to transport, health and safety etc.</p> <p>I want to continue to see my pupils thrive with a full rounded education. I can teach them functional skills in subjects such as Maths and English but I cannot provide the opportunities to allow them to interact freely with their peers in a different setting, to cook their own meals, to budget in a practical way or to develop the many other skills they develop in Resi. The ability to develop independently and to have accessible spaces and enriching educational opportunities as well as social opportunities is a fairly basic human need. It's disgusting that we are here fighting for these basic needs to be met on behalf of some of the most vulnerable young people in society.</p> <p>Resi is an essential service and the response that you have had to the consultation from our community should have demonstrated this a thousand times over. How can you really make such a decision after spending a mere couple of hours with us?</p> <p>Unfortunately, no other service exists for our pupils. It works incredibly along side their other schooling to develop full rounded individuals that are</p> | Not Answered  |
| No           | Cost effective, Educational                                  | Independent life skills are extremely important for young people with learning difficulties, and if anything will save money in the long term.   | Not Answered  |
| No           | Cost effective, Educational                                  | Education is not just academic. Every penny spent educating these young people with independence and life skills will pay dividends in the future, not only in local authority support costs, but crucially in terms of quality of life for the individual.  | Not Answered  |
| No           | Cost effective, Educational                                  | Although the fund from which the residential wing is currently funded is broadly for educational purposes, the residential wing at Ash Field does provide many widely beneficial educational services. Education is not only, or in some cases even primarily, about exam results and entry into a competitive working world. Some of the children who are most in need of the residential wing and are attending this excellent school have complex and multiple needs that the school day alone can never provide and that are not available elsewhere. Please consider the needs of these vulnerable children who benefit from this provision in every way and whose opportunities to have this much-needed and valued service should not be denied. Ash Field's provision is esteemed throughout the educational world and is a leading, highly respected leader in this field. Leicester and Leicestershire are rightly proud of this service, please don't deny the funding, some things p, even in times of great pressures and difficulties, are worth what they cost. This service is one of them.  | Not Answered  |
| No           | Cost effective, Educational                                  | The work, care and support that is given to these young people to empower them with life, communication and social skills that will benefit them for the rest of their lives is vital. Although it may save money now to close this service, it will be at a massive cost at a later date when pupils transition to adult services and are ill equipped to deal with daily challenges.   | Not Answered  |
| No           | Cost effective   | These services provide vital support for children and families. It reduces pressure on other services. I believe the decision to cut funding is short sighted and doesn't take into account the long term implications of cost to other services. These include social care, the NHS, mental health Services. The list goes on.  | Not Answered  |
| No           |  | The residential department is fundamental for the pupils. It allows them to learn to be independent which is something they need when they leave Ashfield. This funding from the council is well used and the knock on affect of cutting it will be huge and more expensive to the council. By supporting these young adults who are no longer independent due to the closure of the residential department.   | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| Yes          |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| Yes          |  |  | Not Answered  |
| Yes          |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  | Because the report with the relevant information to support (or discourage) the proposal has not been published. Giving the context I could be persuaded, but not until the information is available   | Not Answered  |
| Yes          |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| Partially    |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| Yes          |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| Partially    |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| Yes          |  |  | Not Answered  |
| No           |  |  | Not Answered  |
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| Yes          |  |  | Not Answered  |
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| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| No           |  |  | Not Answered  |
| Yes          |  |  | Not Answered  |
| Yes          |  |  | Not Answered  |
| No           |  | Please see notes taken by Jenny Eshelby, Principal of Ash Field Academy, of meeting between staff and Local Authority officers, Tracie Rees and Claire Nagel, on 7th December as part of the consultation.   | <a href="https://consultations.leicester.gov.uk/">https://consultations.leicester.gov.uk/</a> |
| No           |  | Notes of meeting between parents and local authority officers, Tracie Rees and Claire Nagel, taken by Jenny Eshelby, Principal at Ash Field Academy on 7th December 2022 as part of formal consultation.   | <a href="https://consultations.leicester.gov.uk/">https://consultations.leicester.gov.uk/</a> |
| No           |  | Notes of meeting between pupils and local authority officers, Tracie Rees and Claire Nagel, taken by Jenny Eshelby, Principal at Ash Field Academy, on 7th December 2022 as part of formal consultation.   | <a href="https://consultations.leicester.gov.uk/">https://consultations.leicester.gov.uk/</a> |
| No           |  | Please see supporting documentation regarding our response   | <a href="https://consultations.leicester.gov.uk/">https://consultations.leicester.gov.uk/</a> |
| No           |  | Because the council is not reliable.   | Not Answered  |
| No           |  |  | Not Answered  |





## Draft consultation communications plan

| Project Details       |                               |
|-----------------------|-------------------------------|
| <b>Project number</b> | N/A                           |
| <b>Project name</b>   | Ash Field Academy Residential |
| <b>Project lead</b>   | Clare Nagle                   |

| Version | Date     | Author             | Amendment Details        |
|---------|----------|--------------------|--------------------------|
| V1      | 15.07.22 | Sophie Bower-Scott | Initial draft comms plan |
| V2      | 24.08.22 | Clare Nagle        | Amends to draft plan     |
| V3      | 25.08.22 | Sophie Bower-Scott | Amends to draft plan     |

### 1. Purpose, aims and objectives

1. To consult and seek views on the proposal to reduce and eventually cease Council funding of the Ash Field Academy Residential facilities from the High Needs Block funding over a 3 year period.
2. To canvass the input of stakeholders into the proposals ahead of presenting a further report and recommendations for executive agreement.
3. To share the proposals and methodology for reducing and eventually ceasing Council funding of the provision and to determine: stakeholder impact and support.

## 2. Communication risks and challenges

### 2.1 Risks

- There is a political risk that this is seen a funding cut for a school who provide specialist education and respite opportunities to pupils with complex physical disabilities and special educational needs within the City.
- There is a financial risk if the Council do not undertake this exercise the High Needs Block will continue to increase.
- There is a financial risk of the school going into financial deficit if the proposal is progressed, unless changes are made to the operation and/or funding of their residential facility - this could include closure of the facility
- There is a financial risk that the Council may see an increase in demand for respite provision delivered outside of the school if pupils are unable to access the residential facility currently offered through the school

### 2.2 Challenges

- Gaining support and understanding from the school, parents and pupils, and the general public for the need to remove funding.
- Pupils who are not currently eligible for respite provision could become eligible if their access to the school's provision is reduced or removed. This coupled with the need to provide alternative respite arrangements for any pupils already assessed as eligible for respite services would require the Council to increase capacity in its current respite offering.
- The review into the funding of Ash Field Academy's residential provision coincides with a review of their per pupil funding rates and decommissioning of an assistive technology service that the school was being funded to provide.

## 3. Audience

3.1 See stakeholder profile in section 4

3.2 The focus would be on Ash Field Academy.

3.3 Key messages:

- Nationally, there has been increased demands in High Needs funding with local authorities increasingly under pressure, as a result of recent government policy changes the local authority may not use funds from its resources to fund any overspends in the High Needs Block.

- Locally, there has been increase demand on special school places between 9% - 11.5%. Furthermore, the number of pupils up to the age of 25 with Education Health and Care Plans has increased by 12% - 13.%.
- The residential provision at Ash Field Academy currently receives £407,000 per annum from the Council's High Needs Block budget. This budget should only be used for educational provision. The High Needs Block budget is over-spending by over £6 million each year; it was overspent by £6.1m for 2021/22 and is forecast to be overspent again by £5.7m in 2022/23 despite receiving an increase of £6.4m in additional funding.
- The residential provision at Ash Field Academy is only accessed by Ash Field Academy students. Only 8% of Ash Field Academy's students currently access the residential provision.
- The equitability of SEND educational provision across Leicester's SEND population is a key concern.
- Whilst the residential provision at Ash Field Academy is rated "outstanding" by Ofsted and is of huge benefit to the students who access it, it is not universally accessible to all.

#### 4. Communication methods:

4.1 A questionnaire will be available online through the consultation hub. The questionnaire will pose specific questions relating to the strategy document (see below)

4.2 Specific engagement with key stakeholders including Ash Field Academy staff, Parents, Unions, CLASS, Schools Forum, School Governors, Parent Carer Forum and SENDIASS

| Audience                                 | Direct Comms | Virtual Meeting | Social Media | Schools Extranet | Partner Comms | LCC website | Citizen space | Members bulletin |
|--|--------------|-----------------|--------------|------------------|---------------|-------------|---------------|------------------|
| Parents/ carers of special school pupils | ✓            |                 |              |                  |               | ✓           | ✓             |                  |
| Ash Field Academy Staff                  | ✓            |                 |              |                  |               | ✓           | ✓             |                  |
| Trade Unions                             | ✓            |                 |              |                  |               | ✓           | ✓             |                  |

|   |   |   |  |   |  |   |   |   |
|---|---|---|--|---|--|---|---|---|
| City Mayor / executive  | ✓ | ✓ |  |   |  |   | ✓ | ✓ |
| Ward councillors  | ✓ | ✓ |  |   |  | ✓ | ✓ | ✓ |
| Special schools (via CLASS - City of Leicester Association of Special Schools)  | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |   |
| Parent Carer Forum  | ✓ | ✓ |  |   |  | ✓ | ✓ |   |
| Schools Forum   | ✓ | ✓ |  |   |  | ✓ | ✓ |   |
| Other stakeholders (list required) <ul style="list-style-type: none"> <li>• SENDIASS</li> <li>• School Governors</li> </ul> | ✓ | ✓ |  |   |  | ✓ | ✓ |   |
| Media (Leicester Mercury)   | ✓ |   |  |   |  | ✓ | ✓ |   |
| SEND Staff  | ✓ |   |  |   |  | ✓ | ✓ |   |
| Social Care & Education Staff   | ✓ |   |  |   |  |   |   |   |
| LCC staff   |   |   |  |   |  | ✓ | ✓ |   |
| Leicester Residents   |   |   |  |   |  | ✓ | ✓ |   |

## 5. Consultation Milestones

| <b>Deadline</b>           | <b>Activity</b>                          | <b>Lead</b>        |
|---------------------------|--|--------------------|
| 12/09/22                  | Inform school staff                      |                    |
| 12/09/22                  | Inform parents/pupils                    |                    |
| 12/09/22                  | Inform councilors                        |                    |
| 12/09/22                  | Inform Unions, Schools Forum             |                    |
| 19/09/22                  | Consultation go live                     |                    |
| TBC – Sept/Oct            | Briefing for School Governors            |                    |
| TBC – Sept/Oct            | Meeting with Parents                     |                    |
| 12/12/22                  | Consultation ends                        |                    |
| 12/12/22<br>–<br>06/02/23 | Analysis of consultation feedback        | Sophie Bower-Scott |
| 09/02/23                  | Lead Members' Briefing                   |                    |
| 02/03/23                  | City Mayor's Briefing                    |                    |
| 21/03/23                  | Report to Children's Scrutiny Commission |                    |
| 03/23                     | Confirm final decision with school       |                    |

## Draft consultation text for Professionals (amendments to be made for Public/Parent and Carers)

### INTRODUCTION

- 1.1 This consultation is being undertaken as a result of government policy changes to the High Needs (funding) Block (HNB) whereby the local authority may not fund any part of the overspend with the HNB from its general resource.
- 1.2 Council officers carried out a review of Ash Field Academy's residential provision during the first half of 2022, visiting the academy and speaking with pupils, staff and governors, as well as inviting feedback from parents, in order to fully appreciate the provision's impact.

### BACKGROUND/CURRENT FUNDING ARRANGEMENTS

#### National Context

- 2.1 Pressures on the high needs budget is a recognized national issue, which is well documented across local government. The pressure on the Dedicated Schools Grant (DSG) has led to more and larger overspends in recent years. Latest figures from the Department for Education (DfE) show that there are now 354,000 children with an education, health and care plan (EHCP) in England, an increase of 11% in 2018 alone
- 2.2 Local authorities' budget data for 2019-20 recorded that at the end of 2018-19, about half of all authorities experienced an overspend, amounting to over £250m in all, while others were still carrying forward surpluses. The national net position was an overspend of £40m, and authorities were forecasting that there would be a net overspend of £230m at the end of 2019-20.
- 2.3 The DSG is a specific grant, and the conditions of grant make clear that it can only be spent on the Schools Budget, and not on other aspects of local government expenditure. But where there is an overspend on the DSG, local authorities could decide to fund that from general resources.

#### Local Context

- 2.4 Forecast overspend in the HNB for 2019/20 is now £6m. From 2020/21 the DfE have provided additional HNB funding from 2020/21 nationally and for Leicester the increase is 13% or £6m. This will *only* address the existing funding shortfall of £6m with no residual amount left for further growth.

- 2.5 No allowance has been made in the additional DfE funding for growth in subsequent years and DfE representatives have indicated that there is unlikely to be any further increase in the foreseeable future. Current growth forecast figures demonstrate, that we are likely to see increase in pupils across the SEMH and ASD spectrum leading to a circa £5 million funding pressure.
- 2.6 Direct costs for places charged to the HNB have increased by 9%, 8% and 11.5% in the years 2016/17, 17/18 and 18/19 and forecast to be 6% in 2019/20. This translates to £3.1m, £3m, £4.7m and £2.5m. Numbers of pupils up to the age of 25 with EHC plans have increased over the same period by 12%, 15% and 13.8% which illustrates the significant variation in unit costs of the increasing numbers of pupils with a plan.

### **Government policy changes**

- 2.7 The continued and on-going pressures on the dedicated schools grant (DSG) has been acknowledged by the government, and to address this matter a consultation to review of the current policy was launched to consult on changing the conditions and regulations applying to the (DSG).
- 2.8 The consultation took place from 11 October 2019 to 15 November 2019, via government software to clarify that local authorities are expected to carry forward any deficits they may have on their DSG accounts, and the deficit does not have to be covered by their general reserves.
- 2.9 Leicester City Council was notified on the 30<sup>th</sup> January 2020, of the published outcome which can be found at <https://www.gov.uk/government/consultations/consultation-on-changing-the-dedicated-schools-grant>. In summary is the local authority may not fund any part of the overspend from its general resources, unless it applies for and receives permission from the Secretary of State to do so and any proposed deficit require a clear plan to bring the DSG budget level.

## **PROPOSAL**

### **Summary and Scope**

- 3.1 We propose to reduce and eventually cease High Needs Block (HNB) funding for the Ash Field Academy residential provision over a 3-year period. This would see the HNB funding for the residential provision reduced by £200,000 in April 2023, a further £100,000 in April 2024, a further £100,000 in April 2025, and stopped by April 2026.

- 3.2 The proposals are intended to ensure equitability of SEND provision for pupils across Leicester City, and would deliver a reduction in the significant overspend of the Council's High Needs Block grant. Reducing this overspend is essential to ensuring the sustainability of SEND provision across the City.
- 3.3 It should be noted at this stage there has been no decision regarding closure of the residential facility. The Consultation seeks to provide feedback to the Council on the current funding model for the residential provision and the proposal to reduce and eventually cease this funding over a 3-year period. Whilst the Council proposes to stop funding the residential provision at Ash Field Academy, this is yet to be decided and may or may not impact the future running of the facility.

## **IMPACT OF PROPOSALS**

- 4.1 The approach outlined above is designed to provide fair and equitable funding of opportunities for our population of over 1000 children with SEND.
- 4.2 The consultation process will allow Ash Field Academy, parents, pupils, and other interested stakeholders to respond and challenge these proposals and provide evidence of any modifications required. We will consult directly with special schools and Schools' Forum as well as other stakeholders.
- 4.3 The proposal will reduce the High Needs Block overspend by £400,000 per annum by 2026 and help to ensure sustainability of SEND provision across the City,

## **TIMING**

- 5.1 The consultation will launch on 19<sup>th</sup> September 2022 and close on 12<sup>th</sup> December 2022.
- 5.2 A decision is expected to be made by the end of March 2023, and the school will be informed of the outcome in April 2023.

## **EQUALITY IMPACT ASSESSMENT**

- 6.1 A full EIA will be carried out following once the consultation has closed and responses are analysed.



## **Ash Field Academy Staff, Parents and Pupils Consultation**

7 December 8.30am – 11.30am

Present throughout: Tracie Rees (TR), Clare Nagle (CN), Jenny Eshelby (JE), Bev Snow (BS)

### **Acronyms**

ASD – Autism spectrum disorder

CYP - Children and Young People

DfE - Department of Education

EHCP - Education Health and Care Plan

HNB - High Needs Block Funding

LA – Local Authority

SEND - Special Education Needs and Disabilities

### **Part 1: Residential Staff Consultation**

TR provided an introduction and background to the consultation to staff

- Significant pressure on LA budgets, services will need to be reduced or ceased, could include statutory provision. Most services are funded from the General Fund.
- The Residential provision at Ash Field is paid for by High Needs Block (HNB), which is directly funded by the government.
- Currently Leicester City Council has a forecast overspend 22/23 of the HNB of just under £6m, which is due to not enough money being received from central government. This money is ring fenced for children and young people (CYP) with Special Education Needs and Disabilities (SEND) in the city.
- In Leicester we have 3,300 CYP with an Education, Health and Care Plan (EHCP) and another 10,000 pupils with SEND needs in mainstream schools, which also requires additional funding, all funded from HNB
- The number of CYP with SEND has increased in Leicester by 9% year on year for the last 2 years. This reflects the national picture. The council has a legal duty to provide support and education for these pupils.
- Government is putting pressure on local authorities to reduce their overspend. TR was interviewed by the Department of Education (DfE) and asked what plans were in place to reduce £6m overspend. TR confirmed all options were being considered.
  - Ash Field Academy was not only provision with a residential provision funded from the HNB. Millgate special school has a residential provision, and the council withdrew the monies as it was deemed to be non-educational.

- The Council is reviewing its statutory respite / short break provision for CYP with SEND to ensure it is flexible and responds to changing needs and increased demand. This includes looking at options funded with Health.
- The Ash Field consultation report seeks to withdraw the funding for the non-statutory Residential Provision (over £400,000 per year) in September 2024.
- No decision has been taken yet and the consultation extended until 9 January following publication of the report.
- Once the consultation ends the feedback will be presented to the Lead Member (Cllr Elly Cutkelvin) and the City Mayor and Executive to make an informed decision.
- A report will also be shared with Children, Young People and Education Scrutiny Commission.
- Officers from the Council have met with Jenny and Chair of Governors regarding the provision being available to a wider cohort of CYP as a possible option to support the council's statutory respite / short break provision. This would not be funded from the HNB monies.
- Jenny confirmed the school wants to wait until consultation process and a decision before they consider anything else. However, there are concerns about the safety of the CYP at the school if others with complex social care needs were able to use the provision.

Q1: In school day what is classed as education?

A1: TR explained that all EHCPs should be delivered within the 25-hour school week. However, it was accepted that not all CYP could not undertake academic qualifications because of their complex health and care needs, and for some individual's functional skills to support independence would be noted as an outcome in their EHCP.

JE confirmed 9 Ash Field pupils have it noted on their EHCPs that they 'would benefit' from the Residential Provision.

TR confirmed none of the EHCP's stated 'it must provide' in section F. Therefore, the council does not have a legal duty to fund this provision.

Q2: When were the EHCPs last check?

A2: The council last checked EHCP's of pupils from Ash Field in mid-October 2022.

Q3: How will the school deliver the additional learning if the Residential Provision was closed, as it would not be possible to cram additional hours into the school day?

A3: TR explained that she was aware that not all CYP at Ash Field Academy used the Residential Provision and had not been advised that the school was not able to deliver the requirements of the EHCP's for those who didn't access the facility. Therefore, she understood that the school could deliver the required support within the normal school week for the majority of pupils. She also explained that other schools, such as Nether Hall have CYP with similar needs, who can deliver the outcome of individuals EHCP's during the school day. TR advised that the council

recognises how good the provision is, and ideally it would be good to give it to all SEND CYP, but this is not financially viable.

Q4: Is the overspend down to the City's poor financial management?

A4: TR explained that other Local Authorities have similar challenges, with far more with higher deficits when compared to the city. When contacted by DfE, she did ask is there anything else Leicester could do to reduce costs and wasn't advised of anything else to consider.

Q5: CYP have been referred to the school because of its Residential Provision and therefore the requirement did not need to be included in the EHCP, because it was part of the school offer.

A5: TR advised she was not aware of this position and 'consults' are made that matches the CYP educational needs as defined in Section F. However, she would check with the relevant staff to understand if any recent referrals have been made based on the Residential Provision.

Q6: What defines education?

A6: TR explained that CYP with complex SEND needs may have their educational outcomes noted in their EHCP as functional skills to support independence, rather than academic achievements. However, any outcomes noted in Section F of an EHCP should be deliverable within the 25-hour school week. TR acknowledged that the Residential Provision was noted as outstanding by Ofsted and she understood that it provided the opportunity for developing friendships and further learning, especially skills around independence.

Q7: Why inspected by Ofsted if not education?

A7a: JE noted Ofsted inspected due to registration Residential Special School, with specific guidelines and governance.

A7b: TR advised the authority takes on board the Ofsted registration point.

Q8: Why is a labour LA cutting funding?

A9: TR explained that all LA's are having their budgets cut by central government and the council's City Mayor and Executive is having to make difficult decisions about the future of services.

Q10: A request was made for the City Mayor to meet with those affected at Ash Field.

A10: TR agreed to ask the Lead Member (Cllr Elly Cutkelvin) and City Mayor to attend a future meeting.

Q11: What is the reason for recommending for withdrawal?

A11: TR explained that the council needs to reduce its spend on the HNB, therefore all non-statutory services were being considered, this includes Ash Fields Residential Provision which spends over £400k per year on the facility.

Q12: How justify blue pathway? Some pupils not on that pathway. What do you determine in education?

A12a: TR explained that some CYP with complex needs, may have their educational outcomes noted as functional skills, rather than academic achievements. However, any outcomes noted in Section F of an EHCP should be deliverable within the 25-hour school week. TR explained that education We know some is functional schools and deemed to be delivered during the school day. Nether hall School same cohort, school able to support during the day.

A12b: JE explained that those attending Nether Hall school are likely to have better outcomes if they had access to residential provision.

A12c: TR explained that in an ideal world all CYP would benefit if more money could be spent on residential support and extending the school day, but this was not financially viable.

Q13: Doesn't the council realise that if CYP are not able to support themselves in the future, it will cost the council more as they will be reliant on Social Care?

A13: TR explained that it was important to support all CYP with SEND needs to develop independence skills and work was currently in progress with the Leicester college to develop their 16 plus offer, with an increased focus on functional skills.

Q14: It is better to teach functional skills earlier in life, rather than waiting until they are 16 years old. The staff member noted from personal experience, Leicester College had failed a young person as no package of support was available.

A14: TR advised that Leicester college was willing to develop their offer and wanted to work with the council and special schools to develop a comprehensive package linked to an internship programme.

Q15: Is Leicester City Council funding Leicester College?

A15: TR advised that Further Education is funded directly from government. The council were approached Leicester College, to understand why referrals are dropping. Placement sufficiency data was shared with them, and it was explained that an improved 16 plus offer was needed linked to internships and employment opportunities. The college confirmed they are keen to work to develop this approach.

Q16: The report is full of holes; council staff only spent a few hours in the school so have made a judgement / assumption without the full facts.

- Shocking the Council can write reports – no context about the school works. These CYP are the most vulnerable and needy in the society.
- The Council should get rid of things like electric bikes and focus on its CYP
- Should be able to provide this provision to every child.

A16: TR explained that the purpose of the consultation was to receive feedback and therefore if the report does not correctly reflect the Residential provision and what is achieved for the CYP attending the facility, this needs to be included in the feedback, which will be considered by the Lead Member (Cllr Elly Cutkelvin), City Mayor and Executive, which will be considered as part of the decision-making process.

Q17: Rather than accepting the situation the Council should be challenging the situation. Is the Council fighting the government to increase the funding?

A17: TR explained that she is aware that representation is made wherever possible.

Q18: Why was the report only made available 4 weeks ago when Unison challenged.

A18: TR explained that the report had been published and the consultation had been extended until 9 January 2023 to enable a full 12-week consultation period.

Q19: Why isn't Peter Soulsby fighting for more funding, why doesn't he refuse to make cuts? If the politicians won't fight, then Unison will.

A19: TR explained this is a political question and will ask the politicians to respond.

Q20: If funding is ceased, the money would be used somewhere else. Why can't you use funding from somewhere else and put in the HNB?

A20: TR explained that the council's General Fund is also in a difficult position and is moving towards the provision of statutory services only.

Q21: How can the council fund non-Ash Field CYP if there is no money?

A21: TR explained that the council has a statutory duty to provide respite / short breaks support for eligible CYP, which is funded from the General Fund. The council currently provides a Direct Payment to support families to secure respite support and in some cases uses the council's own residential home at Barnes Health House for short breaks. However, places are limited, and the council is currently reviewing the provision to ensure more places are available in the future, this includes options to work and share costs with health. Discussions have taken place with Jenny and the Governors to seek their views on potentially using the Residential Provision for non-Ash Field CYP.

Q22: Do you know where the Residential Provision is based? It is in a corridor in the middle of the school. If other pupils were placed there, they wouldn't be able to use facilities as the pupils do at Ash Field? As registered as a Special School – only have a corridor, bedroom and lounge – where can they do activities not facilities. If the decision to open to wider children and young people, would Ash Field pupils have priority?

A22: This would be a discussion for the future, if the school decides to open up the Residential Provision.

JE, the first cohort were identified as medical and then complex ASD, this mix would not be safe for Ash Field CYP.

It was noted the date of school opening was wrong, TR confirmed the council will change and update in the next report.

Q23: A request was made to ask the decision makers to get to know what the school does and value the provision provides before making a decision.

A23: TR advised she would make a request to politicians.

- Staff noted Ash Field Academy is like a beacon, with recent visitors from Malaysia, it is unique and needs to be kept alive.
- It doesn't feel the Council understand what the school is offering, how you make recommendations based on short visit.

Q24: Recent budget reports new money, £2 billion, what is coming into Leicester?

A24: TR explained that no details have been received as yet, but Leicester is likely to receive in the region of £3m, which is still not enough to cover the current overspend to the HNB.

Q25: Feels like the decision has already been made and you have taken everything we have discussed negatively.

A25: TR explained that she has responded to the questions asked, but the minutes from the meeting will be shared with the Lead Member, City Mayor and Executive as part of the decision-making process. However, she also explained that the school and individual staff members and their union representatives can provide feedback on the proposal and advise of any misrepresentations.

Q26: Who is the Executive made up of?

A26: Executive made up of Elected Members – Sir Peter Soulsby (City Mayor), Cllr Adam Clarke, Cllr Piara Singh, Cllr Sarah Russell, Cllr Danny Meyers, Cllr Elly Cutkelvin, Cllr Mustafa Malik, Cllr Sue Hunter, Cllr Vi Dempster.

Q27: It feels like the whole meeting, is about ticking boxes, it feels you have made decision and ticking box – we had meeting and seen the staff.

A27: TR to invite City Mayor/Executive to the school.

## Part 2: Parents

Jenny Provided an introduction from the school

Tracie Rees introduced herself as Director for SEND and Early Help at the City Council, with Clare Nagle in attendance taking notes. TR confirmed the consultation was open to 9 January. If parents have already provided a response, they can provide further feedback following the publication of the report.

Q1: Can the school send further clarification out to parents regarding this point?

A1: JE confirmed the school will send further clarification out to parents.

- TR provided an overview of the rationale behind the proposal.
- Significant pressure on LA budgets, services will need to be reduced or ceased, could include statutory provision. Most services are funded from the General Fund.
- The Residential provision at Ash Field is paid for by High Needs Block (HNB), which is directly funded by the government.
- Currently Leicester City Council has a forecast overspent 22/23 of the HNB of just under £6m, which is due to not enough money being received from central government. This money is ring fenced for children and young people (CYP) with Special Education Needs and Disabilities (SEND) in the city.
- In Leicester we have 3,300 CYP with and Education, Health and Care Plan (EHCP) and another 10,000 pupils with SEND needs in mainstream schools, which also requires additional funding, all funded from HNB.
- The number of CYP with SEND has increase in Leicester by 9% year on year for the last 2 years. This reflects the national picture. The council has a legal duty to provide support and education for these pupils.
- Government is putting pressure on local authorities to reduce their overspends. TR was interviewed by the Department of Education (DfE) and asked what plans were in place to reduce £6m overspend. TR confirmed all options were being considered.

Q2: Parent noted the closure of such a provision will lead to high rates of pregnancies in CYP.

A2: TR advised that the council understand the families / carers concerns, but no decision has been made at this time.

- Parent: you have failed our children there are hardly any teachers.
- Parent: in a recent City Mayor twitter exchange it was indicated decision has been made.
- Parent: the school failed not to support CYP.

Q3: Have you any experience of disabled CYP, people don't understand the pressures?

A3: TR advised that she is a carer for her brother with a learning disability, so is fully aware of the pressures faced by family / carers.

Q4: You think it's not education, the Residential is education. Why has it been funded for all these years, and now decided it is not education? If you had outstanding mainstream school, you wouldn't be closing such a provision.

A4: TR advised she was not aware of the historical reasons for the creation of the Residential Provision, but the HNB fund was overspent, and the council was looking at all non-statutory items to look at where savings could be made. She also explained that individuals CYP's EHCP should be deliverable within the 25-hour school week, whilst acknowledging the Residential Provision was rated as outstanding by Ofsted and she understood it provided the opportunity for developing friendships and further learning, especially skills around independence. She also explained that no other school had this type of facility funded by the council.

Q5: Are Children and young people not valued?

A5: TR explained that all CYP are valued, but there was limited funding and priority had to be given to education.

Q6: Parents are trying to get residential in section F of EHCP's but being blocked.

A6: TR advised that she was aware of recent requests, but all EHCP's had been checked in Oct 2022 and not included this as a statutory requirement.

Q7: Parent, if the issue is about overspend, the proposal is discriminatory due to other budgets and services.

A7: TR explained that the Council has reducing budgets and will need to cut spending in a number of other areas, full details will be available in the council's budget report, which will be published in Jan 2023.

Q8: Parent, this council need to fight cuts.

A8: TR confirmed the council do regularly fight and challenge budgets.

Q9: CYP need more support and the school is a support to the families. Our CYP can't just go anywhere, as there are no parks and nothing else for them. Also, Mental health is off the scale and more CYP are self-harming. Officers here are going through the motions, what the Mayor said in his twitter, showed he has no respect.

A9: TR advised that all comments will be noted and feedback from the meeting would be considered as part of the decision-making process.

Q10: Parent, what about CYP in the future? Parents frightened for CYP, there are other CYP we need more places, so much revenue for schools and academy.

A10: TR advised that the savings from the proposal would fund more education placements for the increasing number of CYP with SEND. She also explained that the council cannot comment on the academy's decisions, as it's a matter for JE and the governors to decide if they wish to keep the Residential Provision open if a decision is made to withdraw the council funding in 2024.



Statement from parent:

Education for all children and young people is important. The residential provision is totally education. Communication and Interaction, the residential offers a different form of Communication and Interaction with Ash Field pupils can't have that outside of school due to transport, their health and other needs.

For the children and young people Ash Field is their community, they can't access Communication and Interaction as part of EHCP plan, they need more than what is available in school. Ash Field pupils don't get this like other children and young people, also for Cognition and learning, not recognised as strictly, without standing in front of wipe board. Social Emotional and Mental Health is the biggest deal when starting a new school, as well as learning to be independent, setting up for life so not so dependent and knowing who to trust. What happens when our children and young people grow up?

Is this how society looks after the weakest? Sensory and physical, how it happens in residential provision and children and young people want to study academically during the day, therefore wider learning can't just happen during the day.

There is a lack of understanding of what education is for Ash Field CYP, some academic and support for the future, back-up for the future. Need to helpful to be acknowledged.

Q11: If this is removed where will this need be met?

A11: TR explained that the council has a legal duty to provide educational activities as set out in section F of an EHCP. All plans have been checked and whilst a number stated that individual pupils would benefit from residential support, none stated that it 'must' be provided. All EHCP's should be deliverable within a 25-hour school week.

Q12: If the school can't meet need – why would the council look for residential in provision?

A12a: BS, provided some background regarding the history of the residential, it used to be in listed in plans a number of year (two previous heads), always put into EHCPs and funded separately. School had a Residential offer, so all pupils offered, and education place and the school were told by the City council no longer needed to include residential provision in EHCP.

A12b: TR advised that she was not aware of the historical reasons for funding the Residential Provision, but the financial situation was difficult and savings for non-statutory services needed to be considered.

Q13: If the Residential Provision closes, there will be knock on effects for CYP and more cost to the council in the future.

A13: TR explained that in her previous role as Director for Adult Social Care & Commissioning, the need for young people to be supported to gain independence was important, and therefore the council was working with Leicester College to

develop their 16 plus offer to focus on this aspect and to develop internships and employment opportunities.

Statement from parent:

- If the Residential Provision closes CYP will be less independent.
- A number of pupils have life limited conditions, maximum benefits are here at Ash Field education experience all over, can't get it anywhere, can't access due to physical needs, therefore these young people need enhanced life, not live into adulthood.

Q14: Why break it? It's been an outstanding for so many years, why change it, the children and young people don't do well with change.

A14a: TR explained that if a decision is made to withdraw the funding, this will give the school at least 18 months to look at other options for funding the provision. TR also confirmed that there have been some initial discussions with JE and the Governors around possibility of using the Residential Provision for respite / short breaks.

- Ash Field Academy is not respite, its education.

A14b: JE confirmed early conversations had taken place regarding the possibility of using the facility for CYP with complex medical needs or Autism (ASD), but there were concerns about the limited ability to mix cohorts due to the vulnerability of Ash Field pupils. Ash Field is education based and focussed on developing a range of skills. Therefore, at this time the school is not prepared to make a decision to provide respite or short breaks until a decision regarding the finding has been made.

Q15: Could the Council provide details of other funding decision or where services have kept funding?

A15: TR confirmed the funding for Millgate School's residential provision was withdrawn and the Special School Banding and Element 3 Funding for Mainstream Schools has been reviewed.

Additional statements from parents:

- The closure of the Residential Provision could be a breach of the Equalities Act.
- It takes longer for Ash Field children and young people to learn in every sense, the extra time in the residential provision provided the extra input needed for CYP to achieve.
- There needs to level the playing field, which is what the school and residential provision offers, pupils need extra support and specialist support to learn.
- I have 2 children, 1 in mainstream who has access to friends and the community, Ash Field was Community for the other child. The community is not wheelchair friendly, due to medical needs I couldn't ask other parents, the residential provision essential for children to learn with peers without the input from parents, it's a safe environment to learn.

- £400k is a drop in the ocean, especially when the council is spending money on other things such a bike lane's that aren't used and a new market.
- If 5 young people go into crisis without the residential support, it would cost the council £2m for those CYP to go into care. Therefore, it's not a cost savings longer term the funding proposal is a short-term saving.
- Peter Soulsby needs to listen to arguments. There is lots of money going to Children's homes, could the funding not be taken from them?
- knock on effect of families going into crisis, due to complex health needs of the CYP, staff understand and know how to support and manage needs.
- Carers at breaking point in the city.

A16: TR acknowledged the concerns raised by the parents and carers and advised that she would ask the Lead Member (Cllr Elly Cutkelvin) and or the City Mayor to visit the school to listen to the families worries. She also reiterated the council's legal duties towards children in care and council's difficult financial position. She also urged parents and carers to submit any further concerns as part of the formal consultation process. In terms of Equalities this would be taken into consideration as part of the legal review.

### Part 3 Pupils

JE introduced the meeting and asked the students to make points and ask questions.

Tracie Rees introduced herself, telling students everything you say to Clare, and I are listening and will make sure your comments, worries about the proposals are noted down. The people making see the details and comments, which include the City Mayor and team making the decision.

Q1: xx stays in resi on Tues, been talking about it. xx communicates through switches. His TA shared a video of xx answering the following questions, which he responds yes to for each one:

- Do you like staying in resi?
- Do you learn new things in resi?
- Is resi important to you and your friends?

A1: Tracie asked if she could receive a copy of the video for the consultation.

Q2: xx gave a speech on his views:

My name is xx, I am a student at Ash Field Academy. I would like to persuade you that we can keep resi open because it teaches kids with disability how to be as independent as they possibly can. Independence is a life skill which is more difficult for children with a disability. Resi isn't like a baby day care centre, you get treated like a normal student like you would in school. Resi teaches students with disabilities how to be independent, look after yourself, cooking and doing your own daily care, such as brushing your teeth on your own. They teach you how to be responsible for yourself. Resi gives you the opportunity to spend time with your friends. It gives your parents break and the children from family. It is a different environment than school. I think it's really beneficial for me and other students because you wouldn't get to communicate with your friends as much as you can in resi.

If resi closed, it would feel like you're losing a part of your family and you would lose your independence. At home, parents automatically do things for you, but in resi, they allow you to try and do it on your own, which means you can build your independence over time.

If you think independence is not educational, than have another think about it because without independence where would you be now? How would you feel if you had a disability and your independence (our resi) was taken away from you? Whether you have a disability or not, independence is for EVERYONE!!

Q3: xx also provided a speech:

My name is xx, I want to speak to you to tell you that the residential part of Ash Field Academy is at serious risk of shutting down, the department is a second home for us in school, you are putting a risk of key and vital skills to learn when they leave school.

Ash Field Academy provide education and support to children and young people between the ages of 4 and 19 years of age, who have complex health and medical needs. All pupils have an Education, Health and Care Plan (EHCP).

Whilst staying in the residential facilities, pupils are involved in various leisure activities and have opportunities to practice their independence skills. Staying in the residential provision and the activities included are free of charge to pupils and parents.

Resi needs to stay open because it gives us freedom and a place to express ourselves, learning independence, social skills and gives us the confidence we need later on in life.

The school has capacity for 160 pupils and currently provides overnight residential provision for up to 18 pupils per night, four nights a week during term time. Annually, 35 – 45 (22-28%) of Ash field Academy's pupils are accessing the residential provision. Many of the pupils accessing the service have profound and multiple disabilities and require specialist care and facilities to support them.

If you take it down then there will be damage done it won't just affect the staff who specifically work there it will be devastating for the families and their kids that go there, there is no other resi, please I'm begging you to re-think and keep this second home of ours open for me it has helped me to become the kind and sensible young man I've become, please re think because we can't afford to lose it, its our pride and joy, it keeps us going.

I truly believe with resi I don't know how I would cope with day-to-day struggle, without support there it would be truly impossible to cope before of my autism personally speaking.

Thank you for listening to my speech.

Q4: xx was unable to attend the meeting, and had provided a statement for a member of staff to read on his behalf:

My name is xx I am a student at Ash field Academy. In my opinion closing resi down will be devastating to everyone stat stays in residential. The staff that work there would lose their jobs.

I like resi, I can chill out and chat with my friends and have a good laugh. It teaches me skills what I didn't have before. Resi is an incredible place to be for so many reasons in my opinion. The resi staff are so devoted to us students to help us learn new skills and to be independent and help other pupils in the future.

I believe it helps parents and families so that they get a break. If resi was to be closed, friends won't be able to socialise or sleep over at others houses. It is not possible for me to sleep or go to a lot of my friends houses because of my equipment (wheelchair, ventilation machine) and care needs, it would be too much for parents and carers. Resi is the only opportunity I have to really socialise for a good period of time with my friends.

I have been lucky enough to go on a few residential trips. This wouldn't be possible with resi. Some families can't afford holidays with their children, rei gives them the opportunity to have holidays.

Please think about what you are doing.

Q5: My name is xx do you have any idea what affect closure of the resi will have on pupils' mental health? It is a vital part of pupils' lives, imagine never going to friends for sleep over? It is a space to socialise to meet needs.

A5: TR advised that the council is aware of the potential impact. The council is aware of concerns raised, by staff told and we talked about the support resi gives, parents also told us about concerns if it wasn't available.

Q6: xx asked, you say that resi isn't education, why? It is a space to practice communication and interacted?

A6: TR explained that the council recognises the Residential Provision is rated as outstanding and also know students rate the facility. The problem is that the local authority doesn't have the money, it comes down to the financial position. We know it has value out of the normal school day, there are big pressures by the council, £400k spend a year for the Residential Provision and there are lots of other CYP with SEND needs we need to make sure we meet needs of other children too, the £400k would provide approximately for 30 places during day for pupils.

Q7: Do you not want children and young people to live independently and prepare for adulthood?

A7: TR advised that this should be a goal for all CYP and reiterated that a decision hasn't been made yet, but the council needs to look at all options to reduce costs.

Q8: Next year I will be moving into own home, I wouldn't be able to do that without all of the support from resi.

A8: TR explained that ideally the council would want to offer all CYP in the City a resi opportunity, but we have over 3,300 pupils with an EHCP and a further 10,000 pupils with SEN needs, but unfortunately the council cannot afford to fund this, and the priority has to be to provide 25 hours of education a week for all CYP. The government is due to give £2 billion for education, which works out at £3m for Leicester, so even if they gave more money, it would help but not cover the gap in the high needs block.

Q9: xx states the resi is educational it helps develops social and independent skills, it's unfair for pupils for the future who need to develop the skills.

A9: TR explained that promoting independence is important but can be taught in the day.

Q10: Why can't you use / help us find other funding?

A10: TR explained that if the decision is made to withdraw the funding in 2024, the council would work with the academy to look at alternative funding opportunities, although it could not guarantee the future funding.

Pupil statements regarding the Residential Provision:

- I have learnt as much from resi as school, wouldn't be able to sit here and join conversation without resi.
- xx, stated the resi holds pupils together as a second family, keeps motivated, helps with emotional needs to cope.
- xx, stated he can see friends more often when in the resi and see staff.
- xx, stated we've a got future and friendships that the resi offers, things need to be done in school different.
- xx don't know what feel – we wouldn't live without resi – really annoyed, without staff, you can't take away from us – really annoyed – it's our home, taking away our independence you have no idea how this feel.
- xx it's breaking us quite hard, we have a say, when we found out it was hard, becomes more difficult to think about.
- The resi makes you feel happy and independent.
- xx, stated that being in the resi has provided me with life skills like cooking, making a cup of tea, I won't be independent as I am now, I have the confidence and do these things, it is educational.
- xx shared he liked being with friends it makes him happy, also achieved also with personal needs.
- xx finds the resi really fun.
- Going to cost lots of money if the resi closed, with redundancy pay. We have spoken a lot education side, if resi is great place, staff is amazing, advice and support, been a lot over the last year, won't be as mentally well. I have made decision to stay as school for an extra year, help with dealing with my own house, I would only be able to do this with resi.
- xx is leaving Ash Field this year, and has enjoyed the resi, it has helped with life skills and dealing with other people, learnt lots and it would be sad to see it go.
- xx states when you walk into resi, it is joyful and jolly, feel calm, safe and at home like your proper home. Staff are all happy, get to chill out and express how you feel it is a heart-warming place to be. If you're new person, you know you are in safe hands.

TR thanked all the students for their comments and assured the group these would be passed on to the Lead Member (Cllr Elly Cutkelvin) the City Mayor and Executive to consider as part of the decision-making process. TR also explained that further comments could be fed back through JE if needed.





Consultation meeting for staff: 7<sup>th</sup> December 22

Tracie Rees (TR) gave background to the proposal

- Looking at all council spend.
- Budget reductions from central government – putting pressure on to deliver services.
- A number of services being looked at for cutting.
- In terms of Ash Field Residential provision – paid for from the HNB – each year government gives money and this element is for special needs education. Currently this is overspent by 31<sup>st</sup> March by just under £6 million. Have to provide support for all children but not enough money from the government. 3000 children have an EHCP as well as 10,000 with SEND who are supported by mainstream schools but without an EHCP. All funded from high needs block. This has put a pressure on money they have. 9% increase in last 2 years of number of children with a plan or deemed to have a need – legal duty to provide support for and educate. Pressure on LA from the government about its spend of HNB – want to know how they'll reduce the overspend.
- Tracie has been interviewed and plan had to be sent back.
- Millgate's residential removed – reason was that it was non-educational and the support provided could be provided through the school day.
- In a position where report has been written for the consultation – seeks to consult on withdrawing the funding from September 2024. Formal consultation process extended to 9<sup>th</sup> January at request of Scrutiny Committee in October to allow more time for comments to be made.
- After consultation, information is gathered and a document is prepared for City Mayor and Executive members – they will then make the decision. The report will be shared with us before the decision is made.
- Discussed with Jenny and the governors the opportunity to use residential provision for the wider cohort – duty to provide respite and short breaks support for – have a shortage. Possibility that if we wanted to open up our provision differently. No guarantee of the funding at this point.

## Staff

Will be shared with City Mayor and Executive who make the decision so that they get the full picture.

Staff member: You mentioned that the education that the pupils get in Resi can be achieved in the school day – how would this work?

TR:

- None of the EHCPs state that they need to have residential provision.
- It's more than other children get.
- Would have to look at individuals as to how this would work for individuals within the school day.

Jenny Eshelby (Principal) noted that 9 pupils have resi in and 6 within section F.

TR clarified they might mention it in them but they don't say 'must'. They've checked with legal and this means it's not a requirement on the LA to provide it.

JE asked that the language was changed as this is different to it not being included in the pupils' EHCP. JE also questioned this in general as plenty of elements of the EHCP do not say 'must' – they are not written as a list of must statements but the expectation is that what is covered in it is provided.

Staff member added that there isn't enough time to do everything that's done in resi in the school day.

TR noted that other schools don't have residential and they manage.

Staff member asked about how the LA is managing the finances.

TR explained that:

- the overspend is significant but they account for every penny of it
- they are audited and Leicester is deemed to be good and meeting need
- TR asked government/DfE what else could be done and they couldn't say
- DfE did note that it is not as bad as other authorities
- At the moment the council are not expected to pay it back – they could expect this in the future and would have to cut services elsewhere to make up the deficit

Staff member noted that Resi is just part of the school offer – therefore the EHCPs discourage the writing of it because it's just part of the school offer. When Resi stopped being funded separately to the school, the pupils were entitled to use the provision and so it no longer had to be put in the EHCPs.

TR: Children are not specifically recommended to come to Ash Field because of residential.

Staff member asked why the money is being removed from the residential department.

TR said the cost is around about 400k per year. They don't feel it is education so it doesn't have to be provided from the HNB.

Staff member said that it was being said it's not education but it can be fitted into the school day – so how is it not education?

TR said that it is a grey area. It's a 400k spend.

Union rep: Why is the residential department Ofsted inspected if it's not education?

TR: because it's registered as a special school. Children's homes are Ofsted registered

JE explained the governance and expectations of a Residential Special School under Ofsted are different to that of a children's home – and that we are registered as a school and are inspected as such.

Union rep: Why is the labour local authority so keen to cut – shouldn't they be fighting to prevent this?

TR: That's a political question so I can't answer. However, you will see that all councils are pushing back as much as they can but TR is instructed to respond to the DfE.

Staff member: is it about being education or about money.

TR: it's because it's not education and because we need to save money.

Staff member: for some of our children, the education is very different for these children – it's not maths or English – cutting this is like cutting maths and English in mainstream.

TR: but Nether Hall meet need without it.

JE stated that she was sure Nether Hall meet need but she believed that if Nether Hall were offered access to residential, they would expect their pupils to make greater progress.

TR: agreed - if we could spend more money supporting children beyond the school day, they would all have better outcomes.

Staff member: How do we make up for the amount of learning time that would be lost?

TR: adult support – most of our pupils would go onto further education. LCC are working with Leicester College to develop their offer for those who have SEND so that when they leave school (16 and beyond) more access it. It is around enhancing their functional skills, provide internships etc.

Staff member: we've learnt that the younger we can develop these skills, the greater the development they make – starting at post 19 isn't going to have the same impact.

Staff member: Leicester College currently fails children with SEND even without complex needs from personal experience.

TR: we are working with Leicester College.

TR: We know the cohorts of what's needed going through – we've shared this with Leicester College. They are saying that they can support more now that we've had that conversation to enhance the curriculum.

Staff member: reading the report, I found it quite offensive. It felt that it was written by people who didn't understand our school at all. Also, when it talked about being accessed by others in the city, it becomes a respite service, not education.

TR: in terms of the report, if you think there is something that's not right, we don't work here and whilst Clare and her team did spend time here, you can write comments in response to the report regarding anything you disagree with.

Staff member: asked how long Clare spent in Resi.

CN: a couple of hours.

TR: report can be responded to.

Staff member: but the report has gone out for the general public to review it as it stands – this means it is biased – it is not an accurate reflection and so could distort responses.

TR: you can respond to it and that will be included in the response to the decision makers. We can state the length of time spent here and any concerns regarding that.

Staff member: report is saying that the provision can be put into the school day – you haven't spent time in the school at all and so how can you make a judgement that it can't be. It seems shocking that as a council, these reports can be written that then go out and help people think it's fair or reasonable. There's a sense of bringing our school down to the level of provision at other schools – we can't just get rid of the things that are different between schools. Why not get rid of the bike lanes and focus on providing for the children who really need it.

JE clarified that we don't feel other schools are not doing a good job – they are – it's that we don't see why our provision should be reduced, just to match other schools. We should be trying to ensure every pupil who needs it, has the right provision.

TR we would like to provide it to all schools – but we don't get enough funding

Staff member: then we should be saying to the government that we don't have enough. We need more funding. Is LCC doing this?

TR: yes

Union rep:

- the report was put out after the consultation started – LCC need to go to the press to make it clear that this is happening and to encourage people to engage in the process with this information.
- I have had a letter from Peter Salisbury – he said he has been pleading with the government – I don't think working class people should be pleading or begging – we need to organise and fight for it. Perhaps the politicians can – UNISON are organising this – in the past this has been prevented rather than supported – will you support this?

TR: again this is political and needs to be relayed to the politicians

Union rep requested TR do this – TR responded that both union rep and TR could feed this back

TR: going back to non-Ash Field pupils as respite. Do have a number of children across the city who have disabilities who need respite support – carers need a break – respite provision. This is something where there is a shortage. We are looking to potentially increase that – not funded from HNB but from the general fund. For some families, there are potential breakdowns, want to support them – that is the sort of provision we are looking for. Also looking at health, some need support due to complexities. So this respite could be funded from the general fund.

Staff member: one minute it's education, then it's not education. If this money is withdrawn, then other spending will be needed from other pots. Why can't other pots fund the HNB.

TR: it's difficult as there are some things we can't fund e.g. residential here. The general fund has already been considered and it's been decided it can't come out of that.

Staff member: do you know where our residential is? It's literally a corridor between two buildings. Barnes Heath take children from all over the city – they also keep them in the day time. Our environment would not work for various needs e.g. behaviour. It would be a corridor with a lounge. It's in the centre of the school between primary and secondary – there are no extra facilities – we use the day school's. I don't think that the people making these recommendations can have been on the premises to understand this. As Ash Field students and as a residential special school, they can access all the other facilities. Barnes Heath take pupils during the day as well as the evening. If it is respite for a wide range of pupils, I can't see how the environment would work.

TR: I understand what you're saying. Barnes Heath provision has a lot of evening respite support

Staff member: even if only offered at night, there is only bedrooms, bathrooms and a lounge – it's not what would be expected for respite.

Staff member: if opened up to other children – would our children take priority? The waiting lists currently are so long to get one night especially in places that can meet our children’s needs – would our children take priority so that they can get what they need?

TR: this would have to be part of any discussion for the future – we would need to look at the needs of the child who come here in the first place

JE:

- Explained what was offered re the respite to us, explaining that it was for us to take a cohort of children with complex autism who also had medical needs. That we felt this wouldn’t work with the cohort we have especially in the environment that we have – the mix just wouldn’t work so our pupils just couldn’t attend.
- Clarified around our (govs) decision not to engage in the respite conversation until a decision is made on the current Resi provision as it stands because this is the service that we believe should stay and by engaging in the respite ideas etc, we feel it’s almost accepting the decision on our current provision which we think needs to happen after the decision is officially made. We hope that the funding will remain for it as it is.

Staff member expressed difficulty for staff in the length of time not knowing and how much we care about our pupils and what happens for them.

TR: said that they are just sharing an opportunity to the school and as an academy they can’t force this. TR said that in relation to the length of time, she would ensure Sir Peter Salisbury is made aware that the decision needs to be given as soon as possible after the consultation so that staff know.

Staff member: Millgate is different with fewer numbers and is respite so unsure why it’s based on the same principle. They are looking at funding it themselves – we couldn’t do that, it’s too big a unit.

Staff member: concerned about the word respite being said so many times – we are not respite – we are education

Staff member: the date Resi opened is incorrect – it was much earlier than the date mentioned in the report. Noted that they have been working there a lot longer than the date suggested.

Staff member: there seems to be a lack of understanding of so many factors. The decision makers should come and get to know our school. Believe they would be touched by what they see as other visitors are and this would give more clarity about what we do.

TR: I can make that request.

Staff member: visits to the school from international people brings in money to the city.

Staff member: what about the money going in that has recently been announced in the budget?

TR: We don’t know if this will go directly to schools – we think 3 million would be gained in the city. Even if that came to the city council, it wouldn’t be enough to even cover the current deficit. Then there’s the increasing numbers and places we need.

Staff member: Surely we need to keep the provision we already have given the need.

TR: We need the placements during the school day. We are looking at the options for this which will all cost money.

JE asked if the 6 million deficit was cumulative or in year.

TR cumulative.

JE asked for the in year amount.

TR said she wasn't sure but would provide this.

Staff member: feels like a 'fait a complis' and not a consultation – in the meeting, they've not taken one point and said it will be taken back – everything said has been negative in response. Don't know how the report to the decision makers can be unbiased.

TR: We will take all of the comments back. Know Jenny and govs will be sending back a response too. Staff can do this too and union reps. We do not make decisions – the executive will, using all that info.

Staff members: It feels the decision has been made – it feels this is just ticking boxes.

TR: We don't make the decision and it hasn't been made yet.

**Notes from parents and carers consultation meeting at Ash Field with Tracie Rees and Clare Nagle:  
07 12 22**

Parent: Some of us did the written consultation early on but we understand that we can now do it again. Could you explain please?

TR: explained the extension of the consultation to 9<sup>th</sup> January and that a copy of the report is now available so people may wish to read that and then make further comments

Parent asked if school principal (JE) could ensure email / message to parents again so all can follow the links and see report easily

JE agreed to do this

TR then gave background to proposal

Parent: what this will lead to is a higher rate of pregnancies and parents in coroner's court due to self harming. The spend by the council is on silly projects. Mental health is a great concern – this is so important. One of you will end up in coroner's court – either from Millgate's or our parents by closing these.

TR: the decision has not been made for Ash Field

Parent: Peter Salisbury indicated that the decision had been made by his messages

Parent: our children are being failed – decisions have been made – the school has failed them too as there are no staff here

Parent: do you have disabled child?

TR: I don't have a disabled child but I do have a disabled brother but I prefer not to discuss my personal life

Parent: this school works hard; residential works hard. We need this. We need time with our other children too. How can it be said that it is not education - This is all about education.

Parent: it's social too

TR: can I respond?

Parent: why aren't the decision makers here?

TR: said that Peter Salisbury has attended other consultation meetings and she would mention it to him – the staff have raised this too

Parent: school is education and the residential wing is on-flowing from that. I don't understand that it's been funded for all these years as an education provision and now suddenly there's a change. If this was a mainstream school providing something that was outstanding, would you be shutting it then?

TR: we are not funding other schools to have residential

Parent: the children here are not valued then

TR: we do care about them

Parent:

- part of the issue for the high needs block is the health element and that's not going to be resolved quickly
- we have also been trying for some time to get residential within the SEMH section and C&I and C&L section of the EHCP but it's being blocked

Parent: you don't want it in the EHCPs

Parent: if the issue is about overspend on the high needs block – this is discriminatory.

TR: how is it discriminatory

Parent: other budgets are not overspent so they aren't losing services but with this one, the one for those with SEND, the services are being cut

TR: there is a pressure on all elements of the budget – the council is looking at reducing budgets for all different services across the council budget – in February there will be a list of areas targeted to reduce costs

Parent: none of that is good and appreciate that this is about central government funding but this council needs to fight those cuts

Parent: the council need to push back and say we need the extra cash

TR: we do regularly – City Mayor has said this. In our city, we currently have a 9% increase in pupils who have an EHCP

Parent: so don't they need more support not less? These people here do the utmost best – there is nothing for these children out of here – it is so vital. They can't see other children – they can't go to each other's houses

Parent: these are the only people we trust

Parent: because of this proposal there is a lot of distress for the children

Parent: are you just here to go through the motions because the decisions been made?

TR: it hasn't been made

Parent: Peter Salisbury has said the decision has been made

TR: the decision hasn't been made. All the comments from the consultation will be put into a report for the executive – as will the comments made here today. We will distribute these after today so you can see what's been said

Parent: the city mayor needs to listen to the pupils – his responses so far have shown a lack of understanding of education and what is being provided by residential

TR: staff also asked for the city mayor to come and meet with parents, staff and children. I will take this back

Parent: it's not just for the children here now – it's for future children too

Parent: you're killing them off – this is life or death – I'm frightened for our children

TR: if the decision is made, it will not close until September 2024

Parent: what if the academy made the school provide for all different groups?



TR: I can't speak for the academy – that will be up to Jenny and the governors – they can consider options to gain funding

Parent:

- I feel that the education argument is a loop hole to try to stop the funding – this is totally education
- take communication – the communication in resi is a different form - different age groups / different agenda etc
- they can't have this normal social interaction with their peers and younger or older pupils outside school normally – they have so much equipment – transport is really difficult
- we try to help the children socialise outside of here -they need more than just going to school – other children get this
- Resi is plain straight-forward education and learning – people don't always recognise what the provision is really about – they don't always see it's education but it absolutely is – it is just a different type of learning
- SEMH I don't even have to explain – being able to stay and depend on others is a huge amount of learning. For my daughter, sleeping in a room on her own was a huge development – if that's not education, supporting her well-being and setting her up for life, I'm not sure what is – she knows how to do stuff and how to be independent – what happens when I'm dead and gone? This is about society – about her being able to live beyond here.
- I could go through the entire EHCP areas of need and explain how it happens in resi
- Then there's the point that it could happen in the school day – children want to learn in the day other things e.g. academics etc – if this is happening in the day then they won't have the opportunity to learn other things like other children do who don't need to learn all of these extra things because they don't have these needs

Parent- this is their community – they can't access what they have here - there isn't anything else out there

Parent: the understanding of education for our children seems to be really lacking in the report

TR: we do understand it's about functional skills and other things and that these are essential

Parent: it's important that that's been acknowledged but it's now important that it's acknowledged by the decision makers

TR: it will be fed back into the report for the decision makers

Parent: so if not here, where will this learning be done?

TR: in strictest sense of it, in the plans, it doesn't say that it's a must requirement in the EHCPs

Parent: that's because we aren't allowed to put it in

TR: we've looked over a long time and it's not in those

Parent: I've been doing this and I've learnt to be very careful what goes in F because if the school doesn't have it, the school potentially can say they can't meet need and potentially we have then lost a school place

Parent: the council don't want it in

JE (Principal) asked Bev Snow to explain the history regarding the EHCPs and why it's not in them any more and for some years

Bev Snow – head of residential care and education: if you go back much further (during headship of David Bateson's – head teacher before last) it was always put in. Then when school and resi were funded together – which was fought for and agreed, residential was just part of the offer – therefore it wasn't necessary to put it in and we were told by LCC that it was no longer needed in the EHCP – as long as Ash Field was in there. It was just part of the offer and would be provided to the pupils who it would make the biggest impact for

Parent: and those who made that decision aren't in charge now and those who are making decisions now won't be when our children are older and struggling – it's a short term decision

Parent: if one of our pupils goes from being in Resi and then goes to a local college in Leicester, someone will have to fund them there and make up for what's been missed - it will cost more at that point as the children will have become more dependent

Parent – it's a short term saving

TR: I understand what you're saying – my previous role was adult social care. It's important to ensure young people are supported in independence as much as possible. Picking up on the college element and making sure that when children leave here they have something to go onto: we are agreeing with Leicester college around a new curriculum – they have a unit for profound and medical needs which is great but under-utilised – they want to change their curriculum and change who they can support. We've shared with them the data for the next 5-10 years – they understand that they need to change their offer. There will then be an opportunity if the pupils want it.

Parent: but if they came out of here not needing that then surely that's better

Parent: we need to remember that some of our children are life-limited so they may not reach that provision so it's important that they get that here and now

Parent: education is an experience – if you're in a wheelchair, just getting in somewhere – things that are classed as special needs don't work for these children – their needs are really complex – some won't live into adulthood - they need the best life they can now

Parent: so why would we get rid of this?

Parent: All of the expertise that is there – it will be lost

TR: Ash Field is an academy – if the decision is made to withdraw it will be from September 2024 – potentially that gives time to look at other options for funding – ways to provide the facility. We've had a discussion about extending the provision to other children – providing respite support and evening support – including those with similar difficulties

Parent: you just used the term respite – we are education

TR: one option is the possibility of Ash Field moving towards respite short breaks provision

JE clarified about our discussions around respite with the LA explaining:

- Explained what was offered re the respite to us, explaining that it was for us to take a cohort of children with complex autism who also had medical needs. That we felt this wouldn't work with the cohort we have especially in the environment that we have – the mix just wouldn't work so our pupils just couldn't attend.
- Clarified around our (govs) decision not to engage in the respite conversation until a decision is made on the current Resi provision as it stands because this is the service that we believe should stay and by engaging in the respite ideas etc, we feel it's almost accepting the decision on our current provision which we think needs to happen after the decision is officially made. We hope that the funding will remain for it as it is.

Parent: can you give an example of a decision where other cuts have been made?

TR: element 3 to mainstream schools / banding adjustments within special schools / Millgate residential – so we've had to make difficult decisions already

Parent: this is easy to cut because they are vulnerable

Parent: someone has used the idea that this isn't education and are trying to use it as a loop hole – but there isn't a loop hole – it is education

Parent: a long time ago it was raised that this was not education and funding was at risk – this was successfully over turned as it was seen as education

TR: we will look at that – I will check case law relating to it - if there was precedent set before – it would go against the law – we wouldn't want to go against that -sometimes individual cases do set precedent

Parent: the council don't care – you're just talking the talk

Parent: let's get Peter Salisbury here

Parent: it takes longer for our kids to learn in every sense so even if one evening a week and night and morning, it makes a difference – for our kids to achieve they need that extra input – it makes me think it is discrimination – we need to level the playing field for these children. We need them in a provision with expert staff to do those things that other families can do all the time

TR: I do understand that from my brother – that they do need extra time and support

TR: are there any other questions

Parent: when will next meeting be and when will Peter Salisbury be here?

Parent: one of my children is at a mainstream school a street away. They can experience playing in the park, being sociable. My other son came here – he can't access his own community – he can't have friends over as we don't have a hoist etc and he can't go there because of his medical needs - other parents can't take responsibility for that. Then he came here and accessed Resi. He has learnt so many independent skills – showering, personal hygiene etc. He's either with me or at school – this is a safe environment for him to come and learn things – how to shower, how to cook – you can't shower in the middle of a maths lesson – you can't just do those things in the school day. Resi adds a huge value

Parent: the suggestion that we can be given a budget and go and find it – it isn't there – there is not the expert services – the school have the expertise and facility

Parent: you have this provision – built up over so many years – and it's excellent – why would you get rid of it

Parent: surely the 400k is a drop in the ocean

Parent: you're talking to people here today who go through this 24-7. That's why we're so passionate about it

TR: we understand that – of course it matters to you – we just don't have the money

Parent: some people won't be here today because they can't be – not because they don't care

Parent: they're just wasting money on stupid things

JE asked for examples of the things parents felt the council were wasting money on

Parents: bike lanes and a new market were stated

Carer: if 5 children here got to crisis point here – it would cost you 2 million. Health, social care and education are often needed for the same child – as an example, for one child it's costing more than it's costing to run this whole provision. If 5 parents got to crisis point from here, you will be spending far more. The provision would have to be specialist for the pupils here – hospitals cost £9000 for one week – the argument is flawed – it's a very short term saving. That's just a fact. Look at the placements currently being paid for by the council. With no saving for two years but building stress up for parents.

Parent: decision makers now are just leaving the problems for the future

JE asked if other funding options could be considered given the costs that had been stated if families were to go into crisis – could resi be kept as we are for education but taking into account the above – could contributions then be made from the general fund / social care in recognition of the above and the potential costs that could happen without this provision – so it's joint funded between the high needs block and other funding streams but with the model kept

TR: one of the considerations already was that it wouldn't be funded by the general fund. It's looking at an overspend of 30 million. In terms of individual children – council does have a statutory duty where for whatever reasons families can't care for them – do have lots of children in care – we want them to be with foster parents or their own parents instead so they do have to be taken into care.





## **Pupils Consultation Meeting at Ash Field with Tracie Rees and Clare Nagle – 07 12 22**

*Some pupils had prepared speeches. These are not recorded here but will be submitted, where pupils wish them to be, individually. These notes capture additional questions and comments.*

Consultation explained – TR explained that a note would be made of everything said and then the people who make the decision will be able to see what you have said.

Pupil 1 – recorded a video as he is non-verbal. He was using switches to answer a variety of yes/no questions

- Likes staying in Resi
- Learns new things
- Resi important to you and your friends

Pupil 2:

Question: Do you understand the impact this will have?

TR: the council is aware of the concerns raised by staff – they told us about the support it gives – and some of your parents and carers also came in – and now some of the students have shared their views – we’ve heard about what effect it would have on you – we will relay that back

How can you say this is not education?

TR: Recognise that it is rated really highly by Ofsted – we know that students really rate the place and it’s really important to you. The problem that we have is that it comes down to the financial position – we realise that is hard because of the value you put on this. We know what benefit it gives – the council is under massive financial pressure – lots of children need support for their education part let alone residential – we need to make sure they all get an education during the day. 400k would allow us to educate another 30 odd pupils – this would ease the financial pressure we have during the day for pupils

Do you not want children to have as independent a future as possible?

TR: Of course we want all of our children to have a good education and the life skills for adulthood – we know what the provision provides but we just don’t have the money to continue providing it. The decision is not made – we will take this back and that will feed into the report for the decision-makers

Pupil: you said that instead of funding the residential department, 30 more pupils educated – but by taking it away, more than 30 students here are losing their education by removing it – you’re losing a massive part of education for the pupils here

TR: I understand what you’re saying – in an ideal world, we would like to offer it to everyone – but we currently have about 1000 pupils in special schools and 10000 in mainstream with special needs – and we have to support them all – we can see it’s beneficial to the children here but we have to meet the need of all of those children. There is a lot of money being cut – the government are not

giving us enough money – we think we will get about 3 million pounds from what’s been promised – even with this, it still won’t solve it

Pupil: people say resi isn’t education. It 100% is – it’s helped me develop social skills, cooking, washing clothes. It’s unfair on people who will come here in the future and who need the skills we’ve learnt.

TR: I understand that promoting independence is part of what special schools do – pupils can be taught this in the day though. We have to think about the other children who need their education. It’s a financial difficulty.

Pupil: instead of closing us down – why can’t you support us to find another way to stay open?

TR: the proposal is to withdraw the funding from September 2024 – if the decision is made to withdraw the money and Ash Field decide it can’t operate – we would help the academy to look at the funding options.

Pupil: why can’t it happen sooner

TR: because no decision has been made yet – if a decision is made and if the academy want us to work with them to look at other funding streams, we will do so

JE explained the funding streams being offered so far would not keep resi as it is and it would not be a magic wand that would keep it the same – we hope the LA would work with us to find funding streams that might

Pupil: I think I’ve learnt just as much in resi as I have in school – I don’t think I would have been able to sit here and do this without resi – to have my voice heard.

Pupil: Resi keeps us motivated to do things that we haven’t been able to do before – it helps our emotional needs as well as education, our well-being, which then helps us to learn how to cope – it’s like a second family – that’s what makes resi really stand out

Pupil: when you’re in resi, the friends you have in school well you can see them more than you can at home. When you don’t stay there, can’t see your friends or the staff in the morning

Pupil: you say that we can learn those things during the school day but we have other things to learn during the school day – we have futures – you don’t know what it would mean – you don’t know about me – you don’t know what mentally it does to us – you can pick up a pen but you can’t communicate in school in the same way – in resi you see other people – you can socialise with other people of other ages – without resi we wouldn’t live. It really annoys me – without resi without our staff considering us, without all of this - you can’t just take it away from us. You can’t just take our home away from us – I know we’ve got two homes – but you’re taking away our independence and you have no idea how this feels.

Pupil: you can see the emotion X has but most of us have found this hard and emotional at times – it has become more and more unbearable – we hope we’ll get our message across so that you change your mind and we’re trying to keep strong until then



TR: we'll talk to the city mayor to come and talk to you but also to ensure that the decision is made as quickly as possible so that you're not in this limbo

JE asked if any other pupils had anything to add

TR: If other pupils want to talk to staff and feed that back through the consultation, they can

Pupil: don't take it away from us

Pupil: being in resi has provided me with life skills – cooking, making a cup of tea – doing day to day stuff - without it, I wouldn't be as independent – at home, I can now dress myself – without resi I wouldn't have the confidence to do these things

Pupil – likes being with his friends – it makes him happy –

Staff member added that this pupil has achieved a lot with his personal care needs through being in resi

Pupil: it's really fun

Pupil: we've spoken about the education side – if we're not talking about education though – it's a great place – the staff are amazing – they've given me advice and support – I've been through a lot that I won't get into now but resi has really helped – I don't think my mental health would be ok if I didn't have resi – I am staying at school another year because I will have the support of resi. I'm moving home and resi will help me with this – I'll then be able to live on my own – I'll have carers coming in but I will be taking care of myself - I wouldn't be able to do that without resi

Pupil: I'm leaving this year – I've learnt a lot in resi – answered yes to various things he'd learnt when prompted relating to preparing for adulthood

Pupil: when I walk into resi, it's joyful and jolly – when you go in you instantly feel calm, safe, start to feel at home – the staff are all lovely - you get to do activities and you get to chill out and express how you feel – when you walk in, it's a heart-warming place to be – you know you'll be in safe hands and have a good time.



Ash field Academy Residential Provision – Consultation Emails received

-----Original Message-----

From: SN

Sent: 10 January 2023 09:13

To: consultations <[consultations@leicester.gov.uk](mailto:consultations@leicester.gov.uk)>

Subject: Ashfield Academy Res

Dear Sir / Madam,

I'm writing to you for you to reconsider the decision on closing the Ash Field Academy Residential centre.

After reading the reports and optimising of the children using the facility I feel compelled to write to you and ask you to reconsider.

The children using the facility are unable to stay at friends houses, due to the equipment / medication needs and for their social development, this is a much needed service. Taking this away will impact their mental health and will continue to isolate them from society.

It's difficult enough to find locations in Leicester which are accessible for multiple wheel chair users to gather.

Mental health is at an all time high with funding stretched, I ask you to re consider.

The facility is great to relieve families and carers for 1 night of respite, whilst caring for other children and relatives.

I'm sure funding can be shuffled to accommodate such an important part of the special needs sector and support the children and families.

Kind regards

SN

**From:** BK

**Sent:** 11 January 2023 20:40

**To:** consultations <[consultations@leicester.gov.uk](mailto:consultations@leicester.gov.uk)>

**Subject:** Ashfield closure proposal

This facility is absolutely essential to its users . The needs of the disabled children in Leicester and Leicestershire has grown, due to earlier diagnosis and better medical assessments

To close rather than fund this essential facility, would be a travesty and would put further pressure on mainstream schools, other specialist schools, parents, but more importantly, the young people who benefit from its amazing teachers and facilities

Mon 5 Dec at 10.54

I have found that since xx has been attending the residential department she has become more Self-aware and confident

She has learnt how to deal with personal issues how to look after herself with day to day things like cooking cleaning hygiene and much more.

She's More equipped when it comes to dealing with adults She's More out going when talking to people.

In my opinion it would be a great loss of life skills education to close the residential department down you would be losing a great learning aid for the children at the school.

It is one of the many things that make Ash Field so different from mainstream schools

Yours

KG

Xx grandpa and full-time carer

06/12/2022

**From:** MJ

**Sent:** 05 January 2023 17:59

**To:** TheMayor <[TheMayor@leicester.gov.uk](mailto:TheMayor@leicester.gov.uk)>

**Subject:** Ashfield academy

Good evening,

I write this email with a heavy heart and what Ashfield means to me and my family I am a single parent of two disabled children both which attend Ashfield academy

XX has become so much more independent and has learnt so many new life skills

He also helps me look after his sister she also has neuromuscular disease as

When XX is in residential,

I can concentrate on getting myself better educated by doing online courses so I can come off benefits and get a job support my family.

having both children at home and both on ventilators at night I don't and won't have time to study I don't get any help from any service we used to use rainbows hospice but that got changed to end of life care in the daytime I'm caring for my mum who is in the last stage of dementia

I just don't know what else I can say over then I'm struggling to do my best for my children

I would love to be able to work and have my own social life but without myself getting online courses.

Please save Ashfield

Kind regards

MJ

## Equality Impact Assessment (EIA) Tool:

**Title of proposal:** Ash Field Academy Residential /Respite / Extended Education service provision

**Name of division/service:** Children's Commissioning Team.

**Name of lead officer completing this assessment:** Sophie Bower-Scott

**Date EIA assessment completed:** 03/03/23

**Decision maker:** Director

**Date decision taken:**

| EIA sign off on completion | Signature                      | Date       |
|----------------------------|--------------------------------|------------|
| Lead officer:              | Clare Nagle/Sophie Bower-Scott | 03/03/2023 |
| Equalities officer:        | Kalvaran Sandhu                | 03/03/2023 |
| Divisional director:       | Tracie Rees                    | 03/03/2023 |

### 1. Setting the context

Ash Field Academy is a specialist school catering for pupils from age 4 to 19. The school serves Leicester City, Leicestershire and Rutland and also admits pupils from other counties. They specialise in providing education for pupils with complex medical conditions or serious physical disabilities. They tend to cater for pupils with Profound and Multiple Learning Difficulties (PMLD) to those with more Moderate Learning Difficulties (MLD) whilst mainstream schools have become more inclusive to pupils with less severe learning difficulties. As such, the main curriculum provision at Ash Field Academy is focused on supporting pupils with learning difficulties. In addition to physical and learning needs and disabilities, many pupils at the Academy also have communication and sensory needs. Whilst the Academy caters for pupils who have some level of social and emotional needs, due to the medical vulnerabilities of many of the Academy's pupils, they are not currently able to meet the needs of pupils with significantly challenging behaviours.

The Academy operates a residential provision which pupils can access, with parental agreement, from the age of 8. This provision supports pupil's education around independence, social skills and emotional self-regulation. The residential wing is attached to the main school building and so parts of the school are also used in the evening by pupils staying overnight. There are eight bedrooms and a 'flat' for older pupils' use, allowing 18 pupils to stay at any one time. Most pupils stay for one or two nights per week, with those in the independence flat staying the whole week. To

ensure safety through the night, in addition to three night-waking members of staff, there are two members of staff who sleep on the premises and an 'on call' rota which always includes a member of the Senior Leadership Team or the Head of Residential Education and Care.

This provision is funded by high needs block funding arrangements via the Department for Education. As part of a review of the Re-alignment of Special School Funding from March 2021, there was a recommendation to look at the Ash Field Academy residential provision. The proposal is to undertake a review of the service and rationalisation of the budget for this provision. The intention of the review is to provide an appraisal of several options for how this service is managed and the impact the service has on the pupils.

Of the 160 pupils who attend Ash Field Academy, only 44 accessed respite support during 2020/21. This number has fluctuated during COVID 19 pandemic. The provision is only accessible to Ash Field Academy pupils and not the wider Special Education Needs and Disabilities (SEND) population within Leicester of over 1,000 pupils across all special schools.

The service is currently providing respite to students and their families and this is respite provision that has not been recognised as an assessed "must have" need within the pupils' Education, Health and Care Plans (EHCP). There are educational benefits to children accessing the provision which must be considered, though the impact could be considered more social rather than educational. Children and young people attending other special schools may have similar needs but do not have access to this residential provision as they do not attend Ash Field Academy. Additionally other Special School Headteachers may argue they would equally want to offer residential trips, however do not have funding to do this, therefore it is difficult to justify this as education provision under the High Needs Block funding guidance. Furthermore, the learning or Preparing for Adulthood activities could and should be part of the curriculum offered in schools hours and could be transferred into the school day.

## **2. Equality implications/obligations**

### **a. Eliminate unlawful discrimination, harassment, and victimisation**

The review of this service and the work to establish options for the provision is for the Executive to decide on will not mean the immediate cessation of services. The formal review of the service will include a 12 week public consultation and alternative provision to those with an eligible need will be considered.

An outcome of the review may be that the service provision is provided in a formal way, linked to children social care provision, in a way which will enable those impacted to continue to use the service, and those currently unable to use the service because they attend a different school to do so. Alternatively, the funding model of the provision may change so as to incorporate a greater contribution from Health and/or monetary contributions from the children/young people accessing the service.

A final decision on any future model will only be made with the completion of a full Equality Impact Assessment that will support and assess the impact. There may be an impact on those currently using the provision who are not currently assessed as having an eligible need. A re-assessment of those in that situation will be required.

Eligibility decisions are based on protected characteristics and equality legislation along with the children's and families act and SEND code of practice.

#### **b. Advance equality of opportunity between different groups**

The proposal will mean that similar provision across the city special schools will be considered. By doing this we will establish if other students and families are at a disadvantage because the provision we have currently only caters for Ash Field Academy pupils. If this is the case then those with eligible needs not accessing the service due to capacity or any other issues will be clearer to us as an authority and will enable the review of this service to identify and manage any issues of inequality.

This is a relevant concern as only one of the city's 6 special schools has this provision for its students and families. Access issues could arise and an uplift in demand may be seen which cannot be met by current service capacity and will potentially lead to a separate project.

#### **c. Foster good relations between different groups**

The school has a very good reputation and is a 'lifeline' for many families that are able to send their children to the provision for a period of intensive support delivered in a residential setting. There is often work by staff at the provision that goes above and beyond the remit, and whilst very much appreciated by families who access the service, may also present a level of unrealistic expectations from the communities that use them. This may be because the service and staff work beyond an educational remit and provide support that would be expected from children's social care or early help teams. The service delivers a degree of enablement training to pupils which helps them to

transition into a more independent adulthood than they might otherwise have experienced.

As this service has been available to those at Ash Field Academy for many years, a change in policy allowing access to other schools, or a change in allocation of places to those with assessed need identified in EHCP plans, may see families with historical access lose the provision they have been used to receiving, or see their access to it reduced.

### **3. Who is affected?**

Pupils and families of pupils who attend Ash Field Academy who have a range of complex medical conditions and disabilities, special education needs and special education and mental health needs. This will also impact on staff and management of the respite provision.

### **4. Information used to inform the equality impact assessment**

Information to inform an options appraisal has been gained via engagement with pupils, families and unpaid carers, staff from the school, social care and education, heads of service and team leaders. Data and information teams within social care and education, Census data and local authority data from the Liquid Logic system and the education department have been used to inform the review and to provide evidence of the potential impact of the proposal.

Further consultation and discussions included engagement with head teachers of Leicester's other special schools. A discussion took place at the Schools Forum on 21 September 2022 to present the proposal for the consultation.

Officers of the Council visited Ash Field Academy on 10th February 2022 to observe the residential provision in use, and spoke to staff and pupils whilst onsite. Additionally, school staff, parents and pupils were met by officers of the Council on 7th December 2022 to discuss the proposals of the consultation, and a further meeting was held on 6th January 2023 with Cllr Cutkelvin in attendance too to meet staff, pupils and parents.

A Statutory Consultation was carried out by Leicester City Council ("the Council") between 26th November 2022 and 9th January 2023 to seek views on whether the council should cease funding for the residential provision at Ash Field Academy with effect from September 2024.

### **5. Consultation**



Informal consultation has taken place to date with a) The school leaders, b) parents identified by the school, c) several pupils, d) Local Authority Heads of SEND, e) Local Authority Head of Social Care/ Service Manager and f) City of Leicester Association of Special Schools (Head Teachers) comparator authorities.

A Statutory Consultation was carried out by Leicester City Council (“the Council”) between 26th November 2022 and 9th January 2023 to seek views on whether the council should cease funding for the residential provision at Ash Field Academy with effect from September 2024. The consultation survey was published online in the public domain and attracted much attention from the media and on social media platforms.

Email communications were sent out at the start of the consultation to the provision’s key stakeholders to advise them of the consultation having opened, its purpose and to provide detail on how to access it online. Additionally, typed correspondence was provided to Ash Field Academy suitable for them to cascade to parents, staff and governors as was requested.

A discussion took place at the schools Forum on 21 September 2022 to present the proposal for the consultation. School staff, parents and pupils were met by officers of the Council on 7th December 2022 to discuss the proposals of the consultation.

A further meeting was held on 6th January 2023 with Cllr Cutkelvin in attendance too to meet staff, pupils and parents.

Various board/group members and organisations were engaged with, to inform about the consultation. These organisations represent the interests of people who are supported by Ash Field Academy’s residential provision and encompassed: Parents/ carers of special school pupils, Ash Field Academy Staff, Trade Unions, City Mayor / executive, Ward councillors, Special schools (via CLASS - City of Leicester Association of Special Schools), Parent Carer Forum, Schools Forum, SENDIASS School Governors, Media (Leicester Mercury), SEND Staff, Social Care & Education Staff, LCC staff, Leicester Residents.

94% of the 378 responses received to the consultation survey disagreed with the proposal.

87% of responses included verbatim comment to provide more detail around their views. These comments highlighted several themes around the current and potential impacts felt. The most commonly recurring themes were that the Residential provision offers education to those currently accessing it, teaching them valuable, lifelong independence skills, and that the Residential provision offers support and respite to both pupils and their families which helps to keep both healthy in terms of

their mental wellbeing. The provision gives disabled pupils an opportunity to socialise with their peers in a space that is both physically equipped to cater for their needs and staffed with the support they require to look after their health and care needs. Several comments suggested that alternative, similar provision is either scarce or doesn't exist.

Themes of Comments and Percentage of comments reflecting each theme:

- The provision is educational - 38.67%
- The provision provides support/respite - 31.47%
- The provision provides social opportunities - 19.2%
- Non-specific, generally positive about the provision - 14.4%
- No Comment - 13.07%
- There is no/few alternatives to this provision - 11.73%
- It is morally right to offer this provision - 11.47%
- The provision is cost effective in the long term - 5.87%
- Alternative funding should be found - 3.47%
- Concern for staff/risk of redundancies - 1.6%

## 6. Potential Equality Impact

### a. Age

#### **What is the impact of the proposal on age?**

The age of most pupils affected by any change is 8-19, although the school caters for younger pupils who would potentially look forward to accessing the residential facilities in the future. Staff likely to be affected are of working age.

#### **What is the risk of disproportionate negative impact on age?**

The service is specifically for disabled children, any changes to the provision could have an impact on those children in terms of their attainment, attendance, wellbeing, and life chances if they are unable to develop the skills and experience that accessing the service gives them. Staying at the residential provision supports children in developing their personal independence, learning skills such as cooking, cleaning, washing themselves, doing laundry, etc., and

enables them to have social opportunities, spending time with their peers away from their parents and outside the pressure of the classroom.

However, the residential provision at Ash Field Academy is one of only two such school provisions. Only children and families that attend the school can access the service. The students of the remaining 6 special schools in Leicester are not able to access this service.

**What are the mitigating actions?**

A full review of the operating model would mitigate and address the equitability of the current models. If the residential provision at Ash Field Academy were to close, the children accessing it could still seek to access Short Breaks provision delivered via the Disabled Children's Service at their local Council, although it is unlikely they would be entitled to receive the same amount of support as they are able to receive via the school provision.

**b. Disability**

**What is the impact of the proposal on disability?**

The service meets the need for children and young people with disabilities, both physical and cognitive.

**What is the risk of disproportionate negative impact on disability?**

The services are specifically for children any chances to the provision could have an impact on those children in terms of their attainment, attendance and life chances if they are unable to be productive at school. However, it is one of only two schools that has such a provision. Only children and families that attend the school can access the service. The students of the remaining 6 special schools in Leicester are not able to access this service.

**What are the mitigating actions?**

A full review of the operating model would mitigate and address the equitability of the current models. A full review of the operating model would mitigate and address the equitability of the current models. If the residential provision at Ash Field Academy were to close, the children accessing it could still seek to access Short Breaks provision delivered via the Disabled Children's Service at their local Council, although it is unlikely they would be entitled to receive the same amount of support as they are able to receive via the school provision.

**c. Gender reassignment**

**What is the impact of the proposal on gender reassignment?**

Not applicable.

**What is the risk of disproportionate negative impact on gender reassignment?**

Not applicable.

**What are the mitigating actions?**

Not applicable.

**d. Marriage and Civil Partnership**

**What is the impact of the proposal on marriage and civil partnership?**

Not applicable.

**What is the risk of disproportionate negative impact on marriage and civil partnership?**

Not applicable.

**What are the mitigating actions?**

Not applicable.

**e. Pregnancy and Maternity**

**What is the impact of the proposal on pregnancy and maternity?**

Not applicable.

**What is the risk of disproportionate negative impact on pregnancy and maternity?**

Not applicable.

**What are the mitigating actions?**

Not applicable.

**f. Race**

**What is the impact of the proposal on race?**

63% of pupils currently accessing the residential provision are White British, and the majority of the school's pupils are White British (37% approx.), or Indian (19% approx.). Any changes to the residential offer at the school will therefore impact a larger number of White British pupils than any other ethnicity.

**What is the risk of disproportionate negative impact on race?**

The high percentage of white British pupils will mean that the impact of any review will be more concentrated on this group.

**What are the mitigating actions?**

Subject to a decision being made, the Council will consider any mitigating actions required.

**g. Religion or Belief**

**What is the impact of the proposal on religion or belief?**

Over 45% of the pupils accessing the residential provision are recorded as following no religion. There are slightly more pupils in the school as a whole identifying as Muslim/Islamic.

**What is the risk of disproportionate negative impact on religion or belief?**

In terms of the review into this residential provision the risk of negative impact is low.

**What are the mitigating actions?**

Subject to a decision being made, the Council will consider any mitigating actions required.

**h. Sex**

**What is the impact of the proposal on sex?**

Approximately 60% of pupils accessing the residential provision are male, which is proportionally representative of the school as a whole.

**What is the risk of disproportionate negative impact on sex?**

Any change to the service is expected to impact both genders equally.

**What are the mitigating actions?**

Subject to a decision being made, the Council will consider any mitigating actions required.

**i. Sexual Orientation**

**What is the impact of the proposal on sexual orientation?**

Not applicable.

**What is the risk of disproportionate negative impact on sexual orientation?**

Not applicable.

**What are the mitigating actions?**

Not applicable.

**7. Summary of protected characteristics**

**a. Summarise why the protected characteristics you have commented on, are relevant to the proposal?**

Age, disability, Race, Religion, sex; these are all relevant to the proposal as the schools provide services for people from a very specific age group, from a wide number of race backgrounds, with a very percentage of one being higher than the others, all with a disability under the equality act, and from both genders, although the use of the service is predominantly male.

**b. Summarise why the protected characteristics you have not commented on, are not relevant to the proposal?**

The characteristics that have not been identified will be due to lack of data, and the age of the children, who may not be able to identify which applies to them at this point, or due to age they are unlikely to be protected under.

**8. Other Groups**

**a. Children in poverty**

**What is the impact of the proposal on children in poverty?**

Many of the children are accessing this service and poverty is a reason that they may struggle at home and with their attendance and attainment at school.

**What is the risk of negative impact on children in poverty?**

The residential provision provides a safety net, food, shelter, and for many of the children their own space which whilst at home they would not get.

**What are the mitigating actions?**

Subject to a decision being made, the Council will consider any mitigating actions required.

**b. Other vulnerable groups**

**What is the impact of the proposal on other vulnerable groups?**

Not applicable.

**What is the risk of negative impact on other vulnerable groups?**

Not applicable.

**What are the mitigating actions?**

Not applicable.

**c. Other (describe)**

**What is the impact of the proposal on other groups?**

Not applicable.

**What is the risk of negative impact on other groups?**

Not applicable.

**What are the mitigating actions?**

Not applicable.

**9. Other sources of potential negative impact**

Current economic climate is concerning and could have a further negative impact if changes to SEND funding or government policy around SEND provision were to change in response to financial challenges.

Increasing demand for SEND provision could impact the future sustainability of services and capacity.

**10. Human Rights Implications**

Part 2, Article 2, Right to Education. The school, pupils and parents may consider the provision to provide educational learning, however, through this review and consultation, the view is that this respite provision provides social learning opportunities for the pupils.

**11. Monitoring Impact**

Subject to a decision being made, Council officers will work with the school to monitor any adverse impact.

**12. EIA Action Plan**

Subject to a decision being made, Council officers will develop an action plan to mitigate against any potential adverse impacts.





Director Children's Social Care and Community Safety  
Damian Elcock  
Starting in Role 21<sup>st</sup> August 2023.

Head of  
Corporate  
Parenting

Mike Evans  
David Thrussell

Head of  
Children In  
Need

Rebecca Small

Head of Service  
Prevention &  
Community  
Safety

Karen Manville

Head of  
Children's  
Safeguarding  
and Quality  
Assurance

Kate Wells



SEND Education and Early Help

Strategic Director SCE  
Martin Samiels

Tracie Rees

Principal Education Officer  
Sophie Maltby

Programme Manager (Business Change)  
Jane Pierce

Head of Service Early Help and DCS

Head of SEND Integrated Services  
Pauline Killoran

Head of SEND Support  
Jess Nicholls (temp)

Head of Service Sufficiency  
Michael Wisler

Schools & Education  
Mel Gaiderman

Children's Information Team

Comms

Project and Transformation

Children's Performance Team

Admin and Business Support

Responsibilities: Family Hubs Participation/ PCF

Service Manager HAF Anti-Poverty

Childrens Centres FSW

Disabled Children's Service

Responsibilities: Internships & Post-16 Placement Sufficiency PFA

Service Manager Special Education Service

Connexions (and currently Employment project)

Lead Commissioner for Children's

Responsibilities: Special School Banding Moderation Mental Health

Principal Educational Psychologist

Vison Support Team

Hearing Support Team

SEMH Team

Quality Inclusion Team

Learning, Communication and Interaction Team

Early Years' Support Team

Pindar Nursery

Early Years' Community Team

DCOs

Admissions

Pupil place planning

Traded Services & City catering Name

Governor Services (Governors/Schools Forum/Genetic Schools -TCF/SSCC/ H&S)

Education Welfare  
Ellen Collier

Virtual School  
Vivien Tetley

Early Education Quality and Sufficiency  
Claire Lakin

