

Summary of Public Consultation Responses

Proposal to

- Establish a new Specialist Resource Provision for up to 20 students with an Education, Health and Care Plan (EHCP) for autistic spectrum disorders (ASD) at The Judd School, Brook Street, Tonbridge TN9 2PN

This summary includes information from all the responses received during the 4 weeks consultation period that ended Tuesday 28 March 2018 (midnight).

There were approximately 1200 consultation documents (hard copies) distributed via the school to parents, members of staff and governors. The consultation was emailed to all key stakeholders and was available on the KCC and school websites.

There were 99 responses received via emails, digital and paper response forms.

Please note that some respondents supplied no comments and just indicated whether that they agreed or disagreed with the proposal, whereas others supplied one or more comments.

	Support	Against	Undecided	Total
Parents/carers	67	4	5	76
Parent and Governor	1	0	0	1
Parent and Staff Member	1	0	0	1
Pupils	3	0	0	3
Governors	1	0	0	1
Members of staff	12	1	1	14
Local Resident	1	0	0	1
Other Interested parties	1	1	0	2
Total	87	6	6	99

Note: The numbers in brackets shown below represent the occurrence of broadly aligned comments, not the number of respondents.

Comments given by respondents who indicated 'support' for the expansion:

- Strong support for equal chances and using the Judd's specialist knowledge of ASD to help high functioning students to reach their academic potential (12)
- Concern about the impact on the mainstream classes and the need for additional teachers (5)
- Important for children with ASD to have access to mainstream schooling and for mainstream students to work alongside students with ASD to gain greater understanding (5)
- SRP will be a useful resource for ASD students and the rest of the school, with opportunity for teachers to extend their knowledge of SEN (2)

- Important to consider training/awareness for students so they can support the initiative (1).
- Judd is a great school with an outstanding reputation. One needs to be careful that the admission of pupils such as these does not deter the very best students from applying to Judd through stigma and uncertainty (1)
- An effective plan must be in place to deter bullying or discrimination against SRP pupils (1)
- I agree with the proposal if the number of staff working in room 25 is increased so that all of the pupils with ASD can be well supported (1)
- my main problem is the kitchen/student listener room. Is it dangerous to have cross contamination of that sort? Also, why does it need a kitchen in the first place? (1)
- A specialist teacher for ASD should perhaps be in the SEN department to conduct lessons. LSAs can access this teacher to support the students in our department (1)

Comments given by respondents who indicated they were 'against' the expansion:

- Concern that the SRP students will be require greater attention, have disruptive behaviour and negatively impact on the focus and learning of other children (2)
- Concerned about a detrimental impact on the super selectiveness of the Judd and a lowering of the entry requirements (2)
- The proposed students may be victimised for being treated differently which could lead to incidents in and outside of school (1)
- Consultation document does not fully explain impacts on PAN; on entry criteria to Yrs 12 & 13; on actual financial impacts; and whether the proposal is the best option for the SRP children versus other proposals from other schools (1)
- The SRP will add pupils to over-flowing classrooms with insufficient desk space for some classes and resources and staff will be further stretched. The aim to integrate ASD students into mainstream conflicts with SRP ring-fenced funding that allows for creating a self-contained suite of facilities isolated from the mainstream rooms, teachers and pupils. (1)

Comments for undecided respondents:

- Concern that the SRP students will require greater focus than existing students (1)
- What training will the support staff (office) get to help/deal with if they come to reception? (1)
- Concern about the impact of building work on students and staff and school life (1)
- How will the boys be assessed, and will they have the same entry requirements as the rest of the school? (1)
- Questions over how the SRP students will be accommodated in specific classes. If the boys with ASD can be helped at The Judd without it being detrimental to the boys already there, then it would be a good idea. However, think it would be difficult to achieve. (1)
- The school is very well placed to host the SRP, but concerned that it could impact upon the excellent support for current student with SEN (1)
- Support the SRP, but concerned that the school will struggle to accommodate additional students having already increased its PAN (1)

- Past incidents where ASD pupils have harmed other children in the classroom - all students have the right to learn without fear of harm (1)
- Teaching staff treat ASD pupils differently and the boys in lower forms do not understand why. The school would need to address this (1)
- Would like to hear more about the long-term plan of SRP and how will it benefit Judd and the current pupils (1)

Consultation event

In addition, a public drop-in event was held on 14 March 2018, 4.30 pm to 6.30pm. It was advertised on the KCC and school websites and in the consultation documents. The event had 5 attendees: 3 pupils, 1 local resident and 1 member of staff. The attendees were generally in favour of the SRP, but were concerned about the impact on current teaching arrangements and how the provision would be located within the school.