

**Pembrokeshire County Council
Cyngor Sir Penfro**



CHILDREN & SCHOOLS

CONSULTATION REPORT

**REGULATED ALTERATION TO
MILFORD HAVEN SCHOOL**

**Introduction of Learning Resource Centre
for pupils with Complex Learning Needs
and Autistic Spectrum Condition (ASC)**

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October 2019

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Foreword

Pembrokeshire County Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right places and ensuring that they are fit for the 21st century learner is a challenge facing councils across Wales.

Meeting this challenge involves reviewing the number and type of school the Council has in its area and assessing whether or not best use is being made of its resources and facilities.

The Council reviews its provision on the basis of:

- Quality and future sustainability of educational provision
- Sufficiency and accessibility of school places
- The condition, suitability and standard of school buildings
- Value for money

This Consultation Report sets out the statutory consultation undertaken regarding the introduction of a Learning Resource Centre for pupils with Complex Learning Needs and Autistic Spectrum Condition (ASC) at Milford Haven School. In addition, all responses received during the consultation period are recorded, together with a summary of each of the issues raised by consultees. These are accompanied by a clarification or rejection (as appropriate) of any concerns.

Pembrokeshire County Council will consider this Consultation Report at its meeting on 10th October 2019.

Kate Evan-Hughes
Director for Children and Schools

Contents

1. Introduction	1
2. Distribution of Consultation Report	2
3. Consultation Arrangements	3
3.1. General Arrangements	
3.2. Stakeholder Meetings	
4. Consultation Correspondence	4
4.1. Volume and Profile of Responses received	
4.2. Response from Estyn	
5. Consultation Responses	5
5.1. General consensus	
5.2. Comments in support of the proposal	
5.3. Comments against the proposal	
5.4. Alternative options provided	
5.5. Main areas of concern and LA responses	
5.6. Issues raised by Estyn	
APPENDIX A – Response from Estyn	11
APPENDIX B – Correspondence received	13

1. Introduction

Pembrokeshire County Council has a statutory duty to secure sufficient and suitable school places in its area and to determine whether it is making the best use of resources and facilities to deliver the opportunities that children deserve.

At its meeting on 9th May 2019, Pembrokeshire County Council considered a report which outlined the need to properly cater for learners with complex learning needs and Autistic Spectrum Condition in mid Pembrokeshire. The report outlined that the excellent provision currently available in primary schools needed to be expanded to the secondary sector.

The decision of Pembrokeshire County Council on 9th May 2019 was as follows:

- a) That the Director for Children and Schools be authorised to undertake statutory consultation on establishing a Learning Resource Centre for pupils with Complex Learning Needs and Autistic Spectrum Condition (ASC) at Milford Haven School.
- b) That the Learning Resource Centre provision at Milford Haven School and associated matters be referred to the Schools and Learning Overview and Scrutiny committee for further consideration.
- c) That Cabinet explore the possibility of the Learning Resource Centre being treated as a separate project to the main school project.

In relation to resolution a), the statutory consultation was undertaken during the period 17th June 2019 to 31st July 2019.

This document represents the County Council's responsibility as part of the School Standards and Organisation (Wales) Act 2013 to publish a Consultation Document. This document:

- Summarises each of the issues raised by consultees;
- Sets out Estyn's view of the overall merits of the proposal.
- Responds to these issues by means of clarification or rejection of the concerns with supporting reasons.

2. Distribution of Consultation Report

This Consultation Report will be distributed to the following:

The Governing Bodies, Parents/Carers/Guardians and Staff of:	
<ul style="list-style-type: none"> • Milford Haven School • Milford Haven CP School • St Francis Catholic Primary School • Gelliswick VC School • Coastlands CP School 	<ul style="list-style-type: none"> • Johnston CP School • Neyland CP School • Fenton CP School • Waldo Williams CP School
<ul style="list-style-type: none"> • Paul Davies AM – Constituency • Helen Mary Jones AM – Regional • Joyce Watson AM – Regional • Eluned Morgan AM – Regional • Neil Hamilton AM - Regional • Stephen Crabb MP • Cllr. Reg Owens • Cllr. Peter Morgan • Cllr. Ken Rowlands 	<ul style="list-style-type: none"> • Cllr. Vivien Stoddart • Cllr. Mike Stoddart • Cllr Rhys Sinnett • Cllr Stephen Joseph • Cllr. Stanley Hudson • Cllr. Guy Woodham • Cllr. Paul Miller • Cllr. Simon Hancock • Cllr. Robert Summons
<ul style="list-style-type: none"> • NUT • NASUWT • UCAC • NEU • ATL • NAHT • ASCLE • UNISON • GMB 	<p>The following Town or Community Councils:</p> <p>Milford Haven, Dale, Marloes & St Brides, St Ishmaels, Walwyns Castle, Herbrandston, Tiers Cross, Llanstadwell, Johnston, Neyland, Rosemarket, The Havens</p>
<p>Diocesan Directors of Education:</p> <ul style="list-style-type: none"> • St David's • Menevia 	<ul style="list-style-type: none"> • Hywel Dda Health Board • SNAP Cymru • National Autistic Society
The Welsh Ministers	Estyn
ERW – Regional Education Consortium	Pembrokeshire College
Dyfed Powys Police and Crime Commissioner	Pembrokeshire Communities First
Carmarthenshire County Council	Ceredigion County Council

In addition, this report will be distributed to all consultees who have specifically requested to be advised of its availability.

3. Consultation Arrangements

3.1 General Arrangements

The Consultation Document was published on 17th June 2019; this date also represented the beginning of the statutory consultation period. The consultation period ended on 31st July 2019. The Consultation Document was distributed / links sent to all statutory consultees listed on Page 3 of that document.

The Consultation Document was made available on the County Council's website at www.pembrokeshire.gov.uk/have-your-say.

3.2 Stakeholder Meetings

The following meetings were arranged with stakeholders:

Staff, governors and parents of Milford Haven School

9th July – Milford Haven School

Staff and parents of primary school LRCs

16th July – Johnston CP School

Pupil engagement – Milford Haven School Council

12th July – Milford Haven School

4. Consultation Correspondence

4.1 Volume and Profile of Responses Received

A total of 87 responses were received to the consultation.

The profile of respondents is given below and reflects all descriptions given. This profile indicates respondents' role as part of the consultation and may indicate multiple roles, e.g. parent, staff and local resident; as a result the total does not equal the total number of responses received.

	Pre-school parent	Staff	Parent	Governor	Resident
Milford Haven Sch	1	8	14	1	11
Milford Haven CP	1	2	4		4
St Francis VA	1	1	2		2
Gelliswick VC	1	1	6	1	4
Coastlands CP	1	1	1		1
Johnston CP	1	2	4		3
Neyland CP	1	1	3	1	4
Fenton CP	1	1	2		1
Waldo Williams CP	1	1	2		2

4.2 Response from Estyn

The County Council has received a detailed response to the proposal from Estyn. Its overall conclusion of the proposal is as follows:

“It is Estyn’s view that the proposal to establish a learning resource centre (LRC) for pupils with complex learning needs and autistic spectrum condition at Milford Haven school is likely to have a positive impact on the standard of education provision in the area”.

The full response to the proposal from Estyn is attached in **APPENDIX A**.

5. Consultation Responses

5.1 General Consensus

Where respondents chose to utilise the online or hard-copy form provided, they were asked to respond to a small number of questions in order to establish which of the following statements best reflected their views. The findings are as follows:

5.1.1 *Please indicate which of the following reflects your views on the proposal:*

Establish a 24 place Learning Resource Centre for pupils with Complex Learning Needs and Autistic Spectrum Condition at Milford Haven School.

	Total	
	Number	%
I do not feel strongly one way or the other	1	1.2%
I support the proposal	63	72.4%
I do not support the proposal	19	21.8%
Left blank	4	4.6%
Total	87	

It is pleasing to note the overwhelming support for the proposal. A list of all comments received during the consultation period is attached as **APPENDIX B**, including those received from the Milford Haven School Council and other pupil responses. A qualitative analysis of these comments has been undertaken and this reveals a number of issues, a detailed list of which, along with the Authority's appropriate responses, are given below. The aim of the analysis has been to capture, interpret and present the public's perception in relation to the proposal as faithfully as possible. All comments have been afforded equal weighting, regardless of their source, or the extent of the content.

The correspondence received reveals a number of issues which have been raised by consultees. These reflect both support and areas of concern and are listed below.

5.2 Comments in support of the proposal

- The proposal will result in much needed provision serving the Milford Haven area;
- The proposal will ensure that there is continuation of provision from primary to secondary;
- Supportive of the proposed provision provided that it will be managed by experienced, qualified and fully trained staff;
- Supportive of the proposed provision provided that it is fully resourced in a building which ensures appropriate safeguarding measures for LRC and mainstream pupils alike.

5.3 Comments against the proposal:

- Significant concerns regarding the wellbeing and safety of pupils currently attending the temporary provision in Neyland upon their return to LRC provision in Milford Haven School;
- Concerns that LRC provision should not be attached to a mainstream school on the basis of the interests of those pupils receiving LRC provision and those in mainstream. The wellbeing, safety and safeguarding of children is a significant concern;
- A perception that Milford Haven School is unable to sufficiently care for its mainstream pupils, let alone those with additional learning needs who would attend the proposed LRC provision.

5.4 Alternative options provided

- Utilisation of current provision elsewhere, e.g. Portfield School or Pembroke Dock CP School;
- Some suggestions made regarding establishing an ‘LRC school’ as a separate establishment.

5.5 Main areas of concern and LA responses

Concerns / Comments	Authority Response to Concerns Raised
<p>Important that the proposed LRC is properly resourced and managed by experienced, qualified and full trained staff.</p>	<p>The 24 Place Learning Resource Centre will be properly resourced and will depend on pupil need. For pupils with ASD this would include plenty of space (proxemics movement/ room or space to go to if the pupil is distressed or anxious). Some work bays may be advantageous to allow for TEACCH style working and to minimise distraction. The room would need to be open plan; that is the teacher needs to be able to work in the room and see pupils at all times. Storage needs to be organised to avoid clutter and clear labelling of resources. Good practice is to avoid strip /flickering lighting and noisy heating and fans. Lockers and trays should be provided for children to keep things that are important to them, including their stationery. Visual learning is key, including whiteboards for small group teaching and space for visual timetables. The areas within the LRC should be clearly defined.</p> <p>The LRC will be managed by experienced staff comprising two teachers at U3 plus SEN 1 who have an understanding and experience of working with children with additional learning needs and communication difficulties (including Autism). Additionally two HLTA (higher learning teaching assistants) and two LSAs (learning support assistants) at Level 1 banding will be employed. The head of Centre or teachers in charge should have some kind of additional</p>

Concerns / Comments	Authority Response to Concerns Raised
	<p>post graduate training in ALN, ideally with regards to managing and supporting sensory processing and behaviour needs associated with ASD and ADHD. Non-accredited training such as the Pembrokeshire County Council training is available to all staff, including support assistants.</p> <p>All staff can complete free IAS (integrated Autism service) training via their ASD info Wales website. Additional training via the NAS or module based learning could be considered.</p> <p>The quality of education in the LRC will be enhanced due to the expertise of the specialist staff working within the provision, which should improve outcomes for learners through differentiation / modification of the curriculum.</p>
<p>Important that all appropriate safeguarding measures are made to ensure pupil and staff safety, both in terms of the proposed accommodation and the operational arrangements.</p>	<p>Staff would need to be appropriately trained in ALN as referred to above. It is good practice for PCP/profiles on each child shared with relevant staff with parental consent. In line with the new reform, person centred approaches will be required. The profiles can include: how to support if a child is distressed, what they enjoy, what they struggle with, etc. Positive Handling Plans will need to be in place for all children requiring them and these should be written in conjunction with parents and those who know the child well. All staff should be trained in Team Teach to ensure that de-escalation and use of appropriate strategies is key to supporting behaviour and if positive handling is required it is carried out safely to support the child.</p> <p>Health care plans or support plans for children with other needs should be in place and shared with all who need to know. Any medication to be administered must be done so by staff trained in administration of medicine by Health professionals. It would be good practice to have a policy on the administration of medication</p> <p>A minimum of Tier 1 child protection training should be completed by all staff. Teaching and HLTA staff may need to do higher tiered training. All staff need to be aware of Child Protection procedure and who the school CP officer(s) are and how this differs for the LRC or if is the same. Risk assessments, if required, should be completed and shared with parents as necessary. These should link with PHPs if in place</p>

Concerns / Comments	Authority Response to Concerns Raised
	<p>Operationally, consideration should be given to security of the Centre. Key pad entry may need to be considered to ensure pupil safety. A safe space for pupils to go to if not coping is important and access to this should be built in to PHPs or support plans/ IEPs</p> <p>Furthermore, sensory overload should be avoided by giving consideration to lighting/heating which could cause anxiety.</p> <p>The ratios of support need to be considered depending on children's individual needs. This may depend on the following: do they need to be escorted to lessons? do they have comorbid conditions which require close monitoring ie. seizures? Do they run away if anxious/overwhelmed? Do they struggle to process or focus without support?</p>
<p>Significant concerns regarding the wellbeing and safety of pupils upon their return to LRC provision in Milford Haven School, i.e. for those currently attending the temporary provision in Neyland</p>	<p>There will be a period of planning and phased transition from the temporary provision at Neyland to Milford Haven School for those pupils who are considered appropriate to attend a specialist LRC provision within a mainstream school. Transitional arrangements could include key members of staff at Milford Haven School visiting the Neyland provision and developing a rapport, becoming familiar with the pupils. Pupils visiting Milford Haven School with a member of staff from Neyland and spending time at the school as part of the transition, building up buddy systems etc. Risk assessment would be undertaken with pupils before any transition to the new setting.</p>
<p>Concerns that LRC provision should not be attached to a mainstream school on the basis of the interests of those pupils receiving LRC provision and those in mainstream. The wellbeing, safety and safeguarding of children is a significant concern;</p>	<p>The pupils attending the LRC will be those who are deemed appropriate by the local authority to attend a mainstream educational setting not a special school. Within mainstream settings there are a range of tiered provision for children and young people with additional learning needs. LRCs have been developed to provide a more specialist setting to educate children and young people with more complex needs who will require a more favourable adult to pupil ratio and a nurturing environment sensitive to their needs. It is anticipated that their learning difficulties and social communication difficulties will have a major effect on their ability to participate in the school curriculum without support. The pupils are likely to need modification or adaptation of the curriculum and reasonable adjustments so that they can be included in a</p>

Concerns / Comments	Authority Response to Concerns Raised
	<p>mainstream school environment. The LRC will provide learners with opportunities for integration into mainstream classes as and when possible.</p> <p>The pupils in the LRC should not pose a risk to the safety and safeguarding of other children in the school, or vice versa. Pupils with a primary need of behavioural, emotional and social difficulties (BESD) will not be accommodated in the LRC. Where appropriate any risk assessments will be undertaken to ensure the safety and wellbeing of all pupils attending Milford Haven School.</p>
<p>Utilisation of current provision elsewhere, e.g. Portfield School or Pembroke Dock CP School</p>	<p>Portfield School is a special school for pupils with profound and multiple learning difficulties. The pupils attending the LRC are considered appropriate to attend a mainstream educational setting not a special school. Therefore, utilisation of Portfield School will not be in the best interests of the LRC pupils and will not meet their needs.</p> <p>Generally, LRCs are located to reduce travelling time for pupils. Utilisation of Pembroke Dock CP School is not considered an option as there is already an LRC in Harri Tudur in South Pembrokeshire. Currently there is no secondary provision mid-county for children transitioning from Key Stage 2 to Key Stage 3.</p>
<p>Some suggestions made regarding establishing an 'LRC school', i.e. as a separate establishment.</p>	<p>An LRC provides pupils with a broad and balanced curriculum that is highly differentiated in order to support them in achieving their full potential, and at the same time offering pupils the opportunity to be part of mainstream activities and lessons and to socialise with their peers whilst their individual needs are supported and met. An LRC school as a separate establishment will not offer pupils opportunities to engage in a mainstream setting with their peers, but would be more akin to a special school and will prevent pupils with additional needs from receiving an inclusive education.</p>

5.6 Issues raised by Estyn

Whilst Estyn's opinion of the proposal is shown at Para. 4.2, a number of supplementary comments are made.

Concerns / Comments	Authority Response to Concerns Raised
<p>The proposer has provided details of the capacity and pupil forecast numbers for Milford Haven school as well as for other schools that are likely to be affected by the proposal. However, the proposer has not provided any commentary to show the impact of the proposal on surplus places.</p>	<p>There are no surplus places at Milford Haven School. Paragraph 3.4 (Page 10) of the Consultation Document provides information in relation to current and forecast pupil numbers at the school. Whilst there were 20% surplus places at the school in January 2019, pupil numbers will increase to an extent that there will be over-occupancy by September 2021. This is due to natural population growth in the Milford Haven area and the fact that Johnston CP and Neyland CP schools are now feeder schools for Milford Haven School instead of schools in Haverfordwest. The proposal for the establishment of an LRC at Milford Haven School forms part of the planned capital investment at the school as part of Band B of the Council's 21st Century Schools Programme.</p>
<p>It is not clear as to how the proposer will ensure that any disruption to learners is minimised. The proposer has not provided sufficient commentary to address this.</p>	<p>A Learning Resource Centre (LRC) is a classroom based provision within a mainstream school for pupils with complex needs. Most of the teaching will take place in the LRC. At the times the pupils attend the LRC there would not be any disruption to other learners at the school.</p> <p>The overall aim of the LRC provision is to provide a continuum of provision and generate and maximise opportunities for inclusion within the mainstream environment. LRC pupils will receive additional support when included in the mainstream lessons, when appropriate, which will reduce any likelihood of disruption to other learners in the class. Good liaison will take place between LRC teachers and classroom teachers to ensure that the needs of the LRC pupil are fully understood and met and that the curriculum is appropriately differentiated.</p> <p>The LRC setting will help the pupils develop self-help skills, independence skills, self-confidence and communication skills and strategies to help support them to manage in a mainstream environment.</p> <p>The level of any disruption to learners is not considered to be any greater than for any other pupils attending the school.</p>

Estyn response to the proposal to establish a Learning Resource Centre for pupils with Complex Learning Needs and Autistic Spectrum Condition at Milford Haven School**Introduction**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

It is Estyn's view that the proposal to establish a learning resource centre (LRC) for pupils with complex learning needs and autistic spectrum condition at Milford Haven school is likely to have a positive impact on the standard of education provision in the area.

Description and benefits

The proposer presents a clear rationale for the proposal. It has identified that there is currently no secondary learning resource centre mid-county provision for children with complex needs. It has acknowledged that there is a temporary LRC at Neyland, but argues that pupils in this centre do not benefit from the full range of mainstream activities and lessons enjoyed by their peers elsewhere in the county

The proposer has clearly set out the advantages and disadvantages of the proposal. These advantages include ensuring that provision for pupils with complex needs is based in a mainstream school and is located nearer for the majority of these pupils. The disadvantages include that as capital investment is required at Milford Haven school then the proposal cannot be implemented until the construction works are completed.

The proposer has identified six risks associated with the broad overall project of band B investment at Milford Haven school. The counter measures suggested to mitigate against these risks appear to be relevant and appropriate.

The proposer has suitably considered two alternatives and provided relevant reasons for discounting these. Maintaining the status quo does not address the issue of ensuring provision in a mainstream secondary school. In addition, the

consideration of locating the LRC at the new build at Haverfordwest high school would mean longer travelling distances for many pupils.

The proposer states that in relation to the proposal included within this document, walking routes to schools are assessed to ensure that learners can reach their destination safely. In addition, the proposer maintains that there are no changes proposed to the council's home to school transport policy, which includes transport for pupils with special educational needs.

The proposer has provided details of the capacity and pupil forecast numbers for Milford Haven school as well as for other schools that are likely to be affected by the proposal. However, the proposer has not provided any commentary to show the impact of the proposal on surplus places.

The proposer has considered the impact of the proposals on Welsh medium provision within the local authority. It states that Milford Haven School is an English medium school and the Learning Resource Centre will also be English-medium. It confirms that the proposal will not support the targets set out in the Council's Welsh in Education Strategic Plan; neither will it expand or reduce Welsh language provision.

Educational aspects of the proposal

The proposer has considered the impact of the proposals on the quality of outcomes, provision and leadership and management at Milford Haven school and has reasonably concluded that apart from Milford Haven school, the proposal is unlikely to have an impact on any of the other schools likely to be affected.

The proposer reasonably considers that the establishment of a learning resource centre will enable the school to deliver the full curriculum at all key stages to a wider range of learners without the need for specialist placements outside their local community. It further adds that the proposal will have a positive effect on standards for learners particularly those with additional needs and ensure that all learners leave the school with appropriate qualifications.

The proposer has considered the impact of the proposals on different groups through undertaking a community assessment and an equality impact assessment. These appear to be relevant and valid. In addition, the proposer has considered the impact on SEN provision and has reasonably concluded that the proposal will aim to provide learners with a broad, balanced and relevant curriculum, whilst also having their exceptional needs met in as inclusive a way as possible.

It is not clear as to how the proposer will ensure that any disruption to learners is minimised. The proposer has not provided sufficient commentary to address this.

Regulated Alteration To Milford Haven School

Introduction of Learning Resources Centre for pupils with complex Learning Needs and Autistic Spectrum Condition (ASC)


Correspondence received as part of statutory consultation

Ref.	Comments
4	<p>Maintain original plan to site LRC at Haverfordwest High VC on a site due for new build completion years ahead of MHS site refurbishment.</p> <p>a) There are 82 pupils in primary LRC but only 24 spaces in proposed secondary LRC at MHS - what happens to other 58 pupils?</p> <p>b) Why is funding coming from Band B 21st Century fund when original plan was LRC at Haverfordwest High (Band A funded) - are you just pushing cost over-run from Haverfordwest High onto MHS to the detriment of educational facilities at MHS for future generations?</p> <p>c) There are three ex-school sites with planned housing developments in Milford - do your projections consider additional pupil numbers from these developments?</p> <p>d) How will the safeguarding of these pupils be assured? The current site is currently not securely fenced potentially allowing a serious incident to occur.</p> <p>e) Why is the net cost of MHS pupils £140 per head lower than average? Is this a good thing? f) Your use of statistics to support the solution proposed is disingenuous. A consultation should provide a balanced and unbiased proposition. 60% of the pupils residing within 5 miles of MHS could also be within 5 miles of Haverfordwest and a mid-county solution should also include Haverfordwest catchment numbers. 50% in Milford catchment means 50% come from Haverfordwest catchment. What were the numbers when Johnson and Neyland were in Haverfordwest catchment and where are all these LRC pupils residing more precisely geographically?</p>
5	<p>Having worked for many years with children with ALN. I feel it is crucial for them to have the right provision, close to home. But, this will only be a positive thing if; .The building itself and inside accommodation is suitable, well resourced and adequate for all needs. (Access, safety for them and others, separate facilities to mainstream when needed, as not all pupils want or are able to integrate, calm environment.) . Managed by experienced, qualified staff. Very often corners are cut here! . So all in all. Funds must be available for the best provision or no point!</p>

Ref.	Comments
8	<p>[REDACTED]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
9	I believe this would be an excellent addition to the educational provision already on offer at Milford Haven School.
10	<p>[REDACTED]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
11	They need to make sure breaks times these children are protected
17	This lrc should be for pupils from 11 to 19
23	Use Portfield instead of wasting money where there is already pro ion in this area
25	<p>This is a much needed provision for the county. I would like assurances that numbers will not drop in other lrc's and that it will actually be an increase in spaces and not just a rejugling of students.</p> <p>I would like assurances that suitably qualified staff will be in post. That ongoing training will be provided for all staff not just qualified teachers.</p>
32	<p>[REDACTED]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
33	<p>Every child deserves a good, proper education no matter what their background is or their behavioural issues. A modern purpose built school with properly trained staff to deal with every situation at may arise would be a good way to start addressing the failing of these children.</p> <p>I feel that at present the school does not have control of a percentage of children already in their care. There has been at least 2 major incidents since my child started at the school in September 2018. On numerous occasions I have attended the school to drop something in or to pick up my child early due to an appointment or illness and I have noted groups of children wandering around the grounds smoking and swearing. My child informs me there are corridors within the school that she avoids due to these group of children. I do not feel my child is in a particularly safe environment at the moment, nor do I think that the staff are trained to deal with violent situations when they arise. Adding more children who have behavioural problems</p>

Ref.	Comments
	into this environment I feel would be detrimental to my child's learning, security and safety. How would you guarantee that my child would be safe, when she's not safe now?
37	<p>[Redacted]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
41	I think this is a great idea and fully support it.
42	I hope that when this learning centre is up and running you have specialist teachers who understand the complex needs of children with additional learning needs and all the resources will be available before the unit is fully operational. All children with additional needs need to be understood fully, even if teachers/carers think that their problems are trivial. To those children, it is a serious matter.
43	<p>[Redacted]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
44	<p>[Redacted]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
45	My son is in need of a LRC placement in 2020 and his siblings already go to MHS it would be less stressful if there was a LRC much closer to home
48	This would create a wonderful opportunity for many children in the area to get the help and support they deserve.
49	i have nephew with complex needs and he will be needing a LRC closer to home so you would like to see this happen at Milford haven school
50	A brilliant idea. Having worked with pupils with Autism and Asperger's in my working life; they definitely benefitted from one to one or in a small environment like you propose.
51	<p>Allow the children to remain in the lrc that they are already part of.</p> <p>The children are settled and happy where they are, joining a mainstream school would make them vulnerable to being bullied and stand out. Where they are now, they have the freedom to be themselves without prejudice</p>
52	Please allow my son to remain where he is in Neyland lrc.

Ref.	Comments
	My son has been in Neyland Lrc for 2 years and he has developed into a very happy child who always hated school when he was in mainstream. He was bullied and he always felt different. In Neyland Lrc his teacher has taught him to be confident and his reading and writing is much better and he loves school and he never loved school before in mainstream.
53	<p>Keep the Lrc in Neyland.</p> <p>Please don't let this move go ahead, my son was so unhappy in mainstream primary that he refused to go to school and it was really hard seeing him getting upset every day because he didn't want to go to school. He is the happiest he has ever been in the Neyland resource centre and he can't wait to go to school. The boys that bullied him all go to Milford school and he would refuse again. It's cruel to make him to back to mainstream school it'll make him so unhappy and please don't let this happen</p>
54	<p>For pupils to remain in the Lrc in Neyland where they are already being educated successfully</p> <p>As a member of staff that works with the LRC pupils, I have seen them flourish into confident children who are gaining a plethora of experiences and being allowed to grow in confidence whilst staying true to who they are without fear of being judged or ridiculed. Many of the parents have told us that their children refused school in mainstream primary and they fought for them to be taught outside of mainstream schools. Milford Haven School is too big, too noisy and very frightening for the children we work with and moving there would have long lasting, devastating results. Many of our pupils have been school refusers and have experienced judgement and bullying and to return them to a site where many hundreds of pupils are educated would be cruel and damaging.</p>
58	<p>I wonder if it would be possible to have another unit or 'travelling ' unit to serve the north of the county. More and more are needed special needs. (ours are autism).</p> <p>Budgets are tight but we need a concentrate effort from all to Welsh Assembly to get funding and set guide lines for councils</p>
59	<p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
60	<p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
61	If you are going to change the LRCs location it should be to a small primary school site.

Ref.	Comments
	As a member of staff that works with the LRC pupils, having worked in Mainstream for 11 years, I am appalled at this decision. LRC pupils would not cope with being in such large, often unruly environments. These are our most vulnerable children who flourish in our smaller LRCs and to put them in the position where they would be judged, mocked and vilified is horrific!
62	<p>No alternative as Milford Haven school is the only Secondary provision in the area.</p> <p>Great initiative and a first step in the right direction. However, I would like to raise the following points:</p> <ol style="list-style-type: none"> 1. What is the intake criteria? (Who decides who goes into the LRC and how?) 2. How is 24 places for the LRC decided (Johnston LRC1 and 2 alone has approx 25 pupil). If number of places go up, will the teacher pupil ratio be maintained as proposed currently? (1:4) 3. Considering latest Estyn report (2017) found 2 critical inspection areas to be unsatisfactory (in addition the school is in RED category in national school categorisation). How would you ensure that the new LRC would not put more pressure on already stretched resources and eventual failure in long term? 4. Has Estyn been consulted on this new provision and if so what is their response? 5. How will autism severity be factored into the LRC provision? e.g kids with Moderate learning difficulty or Aspergers / HFA - will they still be placed in LRC but will spend greater proportion of time in mainstream?
63	My son will need to be in an LRC but I would want him to be protected from those in mainstream school. The reason is he is very vulnerable and would be a very easy target. I do worry as he is due to be in secondary education in 2 years time I have even considered home schooling this wouldn't benefit him as he needs to have the social aspect and he should be safe enough in a school environment to be able to have the same opportunities as any other child.
64	The school needs an appropriate building and staff to cater for such children's needs. The way it is currently run the childrens needs are not being met and the standard of education is not of a standard for the current children let alone additional learning needs
65	This provision is vital for the pupils with ALN needs. Inclusion and health well being of the said pupils is in desperate need to be addressed.
68	Pembroke Dock would be better suited. Pembroke Dock Community school has the autistic unit and it would be nice if the children could transition to a special school or unit in the same area.
70	<p></p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>

Ref.	Comments
71	Milford Haven School is a mess. Bullying, drugs and anti-social behaviour have all been mentioned by parents of pupils at the school. Is that really a good environment in which to place vulnerable children? Get the school sorted out before placing easy targets for the opportunistic thugs, that currently attend, to prey on.
72	<p>[REDACTED]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
76	I feel their should a LRC in every school equipped with the knowledge of ASD
77	<p>[REDACTED]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
78	<p>[REDACTED]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
79	<p>[REDACTED]</p> <p><i>(Comments redacted for the purposes of this document – respondent does not want their comments to be made publically available)</i></p>
81	Set up a separate LRC for pupils in MHS. Extend Portfield’s provision.
82	<p>Our most vulnerable pupils deserve much better than this. They need a small school so they can feel safe and secure.</p> <p>Moving the Neyland LRC pupils to Milford Comp is just plain cruel. These children's educational and emotional health needs are being put at risk and they will suffer if this move happens.</p>
83	I don't mind the proposal as long as it for new attendees and not moving, pupils from one lrc to another.
84	Will. This includ. Children from other oart. County (Will this include children from other parts of the county)
85	More provision needed in the far north of the county. Very little support as everything is centred to Haverfordwest and south.
86	<p>This proposal is positive in relation to a number of issues in that it will:</p> <ul style="list-style-type: none"> • Address the current inequality of access for mid-county pupils; • Remove the need for placements outside of the community; • Have a positive impact on standards of those learners with additional needs; • Support inclusion.

Ref.	Comments
<p>Pupils Engagement Session: Friday 12th July 2019 12:20pm – 13:20pm</p>	
<p>1) What do you think are the advantages of the proposal? How could it benefit pupils?</p>	
<ul style="list-style-type: none"> • More Inclusive • Establishes A Community • That We Can Cater For Specific Needs • Less Travelling - Comfort of Being Closer To Home • Increases Awareness Among Pupils Difference Between Learning Needs • More Accessible In Relation To The School • Encourages Alternative Learning Styles • They Could Finally Get The Attention & Understanding That They Are Not Getting In Lessons. • Will Gain On Having Specially Trained Staff To Deal With Their Disability. • Creates A Better Environment • Can Potentially Bring More Money To The School Due To More Pupils. • Access to Mainstream lessons (DT, P.E, Cooking, Science) – Help Develop Social Skills. • Continued Support After Primary • Stability – It Will Be Permanent 	
<p>2) What do you think are the disadvantages of the proposal? How could it benefit pupils?</p>	
<ul style="list-style-type: none"> • The Amount Of Time It Will Take To Build – No Immediate Effect. • By Focusing On A Certain Group Of Pupils, Others May Be ‘Forgotten’ About. • Could Potentially Be A Target For Bullies • Potential Disruption To School Site During The Construction • Could Be Seen As A Division • People With Unique Disabilities May Suffer With Confusion On Where They Should Be. • A thinning number of staff for less to teach – It would take years and a lot of money in order for more staff. 	

Ref.	Comments
	<ul style="list-style-type: none"> • Limited Spaces • More Distributions In & Out of Lessons. • Could Take Space That Could Be Used For Something Else.
	<p>3) Do you think the proposal will affect: standards and achievement / quality of teaching / the curriculum for all pupils /</p>
	<ul style="list-style-type: none"> • Depends On How Resources Are Divided • Improvements in Student Well-Being Standards. • Improvement In Results Especially For Students With Specific Learning Needs • Raise Awareness of Autism & Help Destigmatize Some Elements Of it. • Create A More Diverse Learning Environment • Improve Pupils Confidence • Promotes Creativity/Personal Strengths • Could Cause Some Divides • Demonstrates Improvements/Progress Being Made • Modernises the School Image & Curriculum • Push Teachers To Be Creative • Happier/Healthier Learners • If this proposal happened it could have both a positive and negative impact to the school. The positives is that they can have the support that is needed. The negative is that if the pupil had autism something may trigger their disability. • Fresh Start • Easy Transition
	<p>4) Having considered everything we've discussed today, do you agree with the proposal to introduce an LRC to MHS for pupils with complex learning needs and autism spectrum condition?</p>
	<ul style="list-style-type: none"> • 20 pupils attended this session – including 3 pupils who are currently attending a special learning needs unit and 17 school council members. All students were asked if they 'agree or disagree' to the proposal in question. All members <u>agreed</u> to the proposal.