

Open Report on behalf of Debbie Barnes, Executive Director for Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	19 January 2018
Subject:	Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments

Summary:

This item invites the Children and Young People Scrutiny Committee to comment on the report titled "*Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments*" which is due to be considered by the Executive Councillor for Adult Care, Health and Children's Services for decision on 2 February 2018. The views of the Scrutiny Committee will be reported to the Executive Councillor, as part of her consideration of the recommendation.

Actions Required:

- 1) To consider the attached report (Appendix 1) and to determine whether the Committee supports the recommendation to the Executive Councillor as set out in the report.
- 2) To agree any additional comments to be passed to the Executive Councillor in relation to the report.

1. Background

The Executive Councillor for Adult Care, Health and Children's Services is due to consider a report titled "Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments" for decision on 2nd February 2018. The full report to the Executive Councillor is attached as Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee are requested to consider whether it supports the recommendation in the report and whether it wished to make any additional comments to the Executive Councillor. The Committees views will be reported to the Executive Councillor.

3. Consultation

The Children and Young People Scrutiny Committee is being consulted on a proposed decision by the Executive Councillor for Adult Care, Health and Children's Services on "*Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments*".

4. Appendices

These are listed below and attached at the back of the report	
Appendix 1	Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services (2nd February 2018) on Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in preparation of this report.

This report was written by Andrew Hancy, who can be contacted on 01522 554031 or andrew.hancy@lincolnshire.gov.uk

Open Report on behalf of Debbie Barnes, Executive Director for Children's Services

Report to:	Councillor Mrs P A Bradwell, Executive Councillor Adult Care, Health and Children's Services
Date:	02 February 2018
Subject:	Proposed changes to Enhanced Resource Provision Units supporting Children with Hearing Impairments
Decision Reference:	I014740
Key decision?	Yes

Summary:

Children's Services has undertaken a comprehensive review of the provision of support to children with hearing impairments who are currently supported through an Enhanced Resource Provision (ERP) unit.

There are currently four units across Lincolnshire: two primary and two secondary. Each unit is attached to a school and specialist teaching support is provided through the Sensory Education Support Team. Children only spend part of their time in the unit to receive targeted teaching support with the remaining time being educated and supported within a mainstream class setting. There are presently nine children supported through two of the units.

A public consultation was undertaken in October/November 2017 which presented four options for the future provision of the service. Feedback was received from 15 individuals, which has been considered in making the proposed recommendation.

This report recommends to the Executive Councillor for Adult Care, Health and Children's Services the proposed model for the future provision of Enhanced Resource Units for children with Hearing Impairments which should be implemented.

Recommendation(s):

That the Executive Councillor :

- 1) Consider the feedback received from the public consultation
- 2) Approve the recommendation to implement Option 4 as set out in the Report which is to decommission the four Enhanced Resource Provision Units as from 29 March 2018 (end of Spring Term), removing the provision from the Council's Local Offer, and to support children in mainstream school settings.

Alternatives Considered:

1. As part of the consultation four options for the future provision of ERP units supporting children with Hearing Impairments were presented. No additional options were presented during consultation.

The three alternatives to the recommended option considered were:

1) Retain existing four units across Lincolnshire (no change). At present only two of the units have children allocated to them and pupil numbers continue to reduce. This demonstrates a clear desire by most parents for their child to attend a mainstream school where they can. The two units with hearing impairment children on roll are already supported by specialist teachers employed by SEST. This specialist teaching and support service can adequately be provided through the existing outreach model which is in place for the remaining 98% of pupils with a sensory impairment.

2) Reduce number of ERP units from four to two across Lincolnshire. Whilst this could provide advantages in transition of children from primary to secondary, the current secondary units would have to be relocated into a mainstream school close to the primary ERP unit. This would still not address the issues of children across Lincolnshire having to travel significant distances to access education from a mainstream school with an ERP.

3) No further placement of children into ERPs - all new placements into local mainstream schools. This option received one positive preference from the consultation. Whilst it would be advantageous to gradually remove the provision, this could cause confusion amongst parents and carers as to what the 'offer' is for their child.

The feedback from the consultation was 60% of respondents were in favour of removing the units either gradually (Option 3) or immediately (Option 4).

Reasons for Recommendation:

This recommendation is based upon feedback received on the four options which were consulted upon.

The recommended option provides a consistent model of support to those children with Hearing Impairments who will continue to receive targeted teaching and support through the Sensory Education Support Team (SEST) outreach model. In line with other children in mainstream settings, specialist Teachers of the Deaf will visit the pupil and support staff in school to provide targeted strategies for their continued progress and development. The frequency and length of visits will remain aligned to each individual child's

assessed needs.

Parents of four of the six children based in the ERP have stated they wish for the child to remain at the school even without the ERP unit. There will be minimal disruption to these children as the specialist teaching is already provided by SEST, although the specialist teacher will not be located full time at the school in future, but will be available both remotely and at the time of their visits into school for advice and guidance to school staff.

1. Background

Children's Services remains committed to the inclusion of all children with Hearing Impairments who should be offered the ability to access education in a school as near to their home as possible and provided with high quality support when they need it, so they can achieve their potential in learning.

The Sensory Education Support Team (SEST) is staffed by specialist qualified Teachers who provide learning to children with sensory impairments. SEST supports 545 children across Lincolnshire with a sensory impairment from birth to school leaving age. Over 98% of these children are supported within their local mainstream school with outreach support being provided to schools through the SEST service.

There are currently four schools (two primary and two secondary) with an Enhanced Resource Provision unit providing targeted support to nine children (six primary and three secondary) with significant hearing impairments. This number will shortly reduce to eight. Some of these children also have complex needs in addition to their sensory impairment. Specialist teaching from all the ERP units is provided through SEST.

On 18 October 2017 a six week consultation commenced providing four options for the future provision of Enhanced Resource Provision (ERP) units to meet the needs of children with a hearing impairment and families. The consultation document is attached at Appendix A and sets out the results of the Council's review of services, the reasons it was proposing change and four options for consultation

The options were:

Option 1 - Retain existing 4 units across Lincolnshire (No change)

Option 2 - Reduce number of ERP units from 4 to 2 across Lincolnshire

Option 3 - No further placement of children into the ERPs – all new placements into local mainstream schools

Option 4 - Decommission the ERP Units and support children in a mainstream school setting

The consultation ended on 28th November 2018 and a total of 15 responses were received from the following stakeholders:

		Response %
A teacher/head teacher/principal /School Staff	8	53.33%
Governing Body	1	6.67%
A parent/carer of a pupil(s)/student(s) with a Hearing Impairment	5	33.33%
Not disclosed	1	6.67%

Each respondent was requested to select their preferred option for the future provision of ERP units and to provide their reasons why they made their choice.

Option Outcomes		Response %
Option 1 - Retain existing 4 units across Lincolnshire	3	20.00%
Option 2 - Reduce Number of ERP units from 4 to 2 across Lincolnshire	3	20.00%
Option 3 - No further placement of children into the ERPs – all new placements into local mainstream schools	1	6.67%
Option 4 - Decommission the ERP Units and support children in a mainstream school setting	8	53.33%

Options 1 and 2 recommended retaining or reducing the number of ERP units, which 40% of respondents were in favour of.

The remaining 60% were either in favour of option 3 or 4. Both options recommended the units to be decommissioned, however under option 3 this would be on a gradual basis over a period of time and no new placements would be made into the units after Easter 2018. One respondent was in favour of option 3 and a total of eight in favour of the recommended option 4.

The Executive Councillor is referred to the comments of respondents together with the Council's response detailed within Appendix B.

On the basis of the support given in the consultation to Option 4 and the reasons given on Appendix B as to how the concerns of respondents who preferred other options can be met it is recommended that the Executive Councillor approves Option 4.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- * Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- * Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

* Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

* Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

* Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

* Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding

Compliance with the duties in section 149 may involve treating some persons more favourably than others

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process

An Equality Impact Analysis was carried prior to consultation and has been updated to reflect the consultation feedback received. This has been attached as Appendix D.

There were no significant positive or negative impacts identified from the consultation feedback. Comments were received about the benefits of retaining the ERP unit which enabled the children to socialise with peers with similar impairments as well as other children. There are no plans to remove the general socialisation aspect from the provision as all children have been offered the opportunity to remain in their current school with their peer group, rather than having to move to alternative schools closer to home, if that is their preference.

The opportunities provided by the units to socialise with peers with similar impairments will be reduced but given the purpose of the units and their low attendance this is not considered to outweigh the generally positive implications especially for the fostering of good relations that are provided by the proposal in Option 4

Joint Strategic Needs Analysis (JSNA and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision

The provision of hearing impairment services contributes to the wellbeing of the children who receive them. No change is proposed to the level of the services provided although the way in which they will be provided will change. There are not therefore considered to be JSNA and JHWS implications specifically from this recommendation.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area

There are no section 17 implications from this recommendation linked to Crime and Disorder.

3. Conclusion

The consultation was solely based on the question of whether the ERP units should remain, be reconfigured or be decommissioned with this provision being removed from our Local Offer, and replaced with enhanced support through SEST.

The initial review, completed in June 2017, concluded many parents and carers prefer to have their children attend their local school as they have confidence in their schools ability to meet their child's needs and them being more accepting of children with different disabilities. Additional feedback includes preference for their child going to their local school so they can attend with family members and/or friends.

Parents and carers have also stated they prefer their child not to have to travel excessive distances to a dedicated ERP Unit, which would still remain the case if options 1 or 2 were chosen.

There will be no obligation on parents/carers to move their children out of their current school (Ruskington Chestnut Street Primary) to a more local school to home. As can be seen from Appendix C, of the six children currently supported through the unit, four have requested to remain as they are settled, have friends and are progressing well. As these pupils are currently on roll at the school there is no reason they cannot retain their place. One pupil is due to move into a secondary placement in summer 2018 and a second is due to move to a specialist out of county provision to enable their complex needs to be met.

Based on the feedback received from the consultation, Option 4 is therefore the Local Authority's recommended option for the future provision of support to children with significant hearing impairments. This option addresses concerns raised regarding local provision of support, promoting inclusion of all children in the local community, reducing travel time to and from school and provides a consistent service from SEST Specialist Teachers of the Deaf who are fully accountable for pupil outcomes in progressing sensory impairment development.

4. Legal Comments:

The Council has the power to make the changes proposed.

The Executive Councillor must conscientiously consider the responses to the consultation as set out in the Report.

The decision is consistent with the Policy Framework and within the remit of the Executive Councillor.

5. Resource Comments:

The recommendation in the report to implement Option 4, which is to decommission the four Enhanced Resource Provision Units, and to support in mainstream settings will result in no financial changes. Schools with pupils that have hearing impairments will continue to trigger pupil-led funding through Lincolnshire's local funding formula based on the October schools census, and any additional support for the pupil will be determined through the Education Health Care plan process, which is funded through the high needs budget of the Dedicated Schools Grant. The Sensory Education Support Team will continue to be met from high needs block to support schools with hearing impaired pupils in the County.

6. Consultation

a) Has Local Member Been Consulted?

Yes

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

Details of the consultation were initially presented to the Children and Young People Scrutiny Committee on 20 October 2017. The Committee is due to give consideration to this report on 19 January 2018 and the Committee's comments will be included in the final report.

d) Have Risks and Impact Analysis been carried out??

Yes

e) Risks and Impact Analysis

An Equality Impact Assessment has been completed and is available as Appendix D. In addition, risk analysis has been undertaken on all the children based in the Ruskington ERP by completing early reviews of their EHCP's to obtain the children's and parental views on the proposals (see Appendix C).

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Consultation Document ' <i>Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments</i> '
Appendix B	Summary of Consultation feedback on proposed changes to Enhanced Resource Provision Units
Appendix C	ERP Pupil Information (Ruskington) – EXEMPT INFORMATION
Appendix D	Equality Impact Assessment

8. Background Papers

Scrutiny Report; "Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments" dated 20 October 2017.	
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This report was written by Andrew Hancy, who can be contacted on 01522 554031 or andrew.hancy@lincolnshire.gov.uk.



Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments

Have your say!

Closing date for responses: **Wednesday 29th November 2017**

The detailed information that follows provides an outline of current services, what we have learned so far from the current service review, and how this has led us to create a number of options to consult on about how this provision could be delivered in the future. We recommend that this information is read and considered before the consultation response is completed. We apologise for the lengthiness of this information, but feel it important to provide sufficient detail to support informed choice.

This consultation sets out a number of options on how the current provision of support to children could be configured across Lincolnshire to meet the needs of children with significant Hearing Impairments

Background

Children's Services are committed to ensuring that children with a Hearing Impairment are provided with the highest quality support in school when they need it as near to their home as possible, so they can achieve their potential in learning. In June 2017 a review of the Enhanced Resource Provision (ERP) units was undertaken to ensure that the provision continued to meet the needs of children with a hearing impairment and their families. This review found that the units were underutilised with a clear majority of families wanting their child to attend their nearest school so that their child could benefit from education in their local community.

As well as Enhanced Resource Provision units, the Council employs the Sensory Education Support Team (SEST) which provides support to learning to 545 children with a Sensory Impairment from birth to school leaving age:

- 313 children who have a Hearing Impairment
- 184 children who have a Visual Impairment
- 48 children who have Multiple Sensory Impairment

Over 98% of children with sensory impairments are supported within their local mainstream school with outreach support being provided to schools through the SEST service. For a

number of children their sensory impairment is significant or complex enough to require intensive support with high levels of input from specialist teaching and support staff. At present they may be supported in one of four ERP Units based across the county. These units are located within mainstream primary and secondary settings. Typically, the children supported within these units have a main need of hearing impairment, but some have other additional learning needs.

Historically, some schools have employed their own specialist Teachers of the Deaf/Hearing Impaired. However, over recent years, with diminishing numbers of children being supported in these units, the teaching provision has been moved over to be solely provided through the Lincolnshire SEST service.

For those children educated in Schools with an ERP the majority of their time is spent being supported in mainstream classes with their peer group. Depending on the level of support required they will spend part of their time in the ERP unit receiving targeted teaching and being supported by Teaching/Learning Assistant(s) who will have received training in the appropriate communication method relevant to the child they support. Specialist teaching staff work closely with mainstream teaching and support staff to enable each child to progress in their communication and listening skills.

This approach is outlined in the SEST Local Offer which can be found at: https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=v1O_-8sl45U&familychannel=0

Some of the ERP schools use a dedicated classroom as the ERP Unit. The environment of the classrooms should be adapted to ensure the acoustics are at an adequate level so speech communication is sufficiently audible and intelligible to the learner. At present the ERP schools have differing levels of classroom adaptation and if ERPs were to be retained they would all need to be upgraded to the same standard; Building Regulations DFES (2004) Building Bulletin 93: Acoustic Design in Schools.

http://webarchive.nationalarchives.gov.uk/20130402164558/https://www.education.gov.uk/publications/eOrderingDownload/BB93-Acoustic_Design.pdf

Lincolnshire County Council has a historic arrangement with four schools to provide an ERP unit for Hearing Impairment (there is no ERP provision for children with VI or MSI). These schools are:

- Saint Thomas' Church of England School, Boston (Primary – Maintained)
- Pembroke – A Priory Academy, Cherry Willingham (Secondary – Academy)
- Thomas Cowley High School, Donnington (Secondary - Academy)
- Chestnut Street Church of England Primary, Ruskington (Primary - Academy)

Over recent years the number of children being supported within ERP unit settings has reduced significantly. This is due a number of reasons including: parents and carers wishing for their child to go to a school in their local area,; increased technology to support children who are deaf/hearing impaired in mainstream settings, schools being more inclusive and

promoting their ability to support children with Sensory Impairment needs, and the offer of a strong teaching and support service (SEST) which provides:

- Proactive and targeted support based on individual need
- Early intervention post diagnosis via the new-born hearing screening programme
- Improvements in hearing aid and radio aid technology
- Providing (where assessed as required) additional funding or resources through Education Health and Care Plans.

On conclusion of the review in September 2017 Children’s Services identified that nine children with significant hearing impairments were being taught and supported in two of the above schools. One is a primary school and the other a secondary school.

Mainstream School with an ERP Unit	Pupils	Current provision of Teachers of the Deaf/HI
Saint Thomas' School, Boston	0	Provided through SEST outreach support
Pembroke – A Priory Academy, Cherry Willingham	0	Provided through SEST outreach support
Thomas Cowley High School, Donnington	3	Provided through SEST outreach support
Ruskington Chestnut Street Primary	6	SEST Teacher of the Deaf/HI allocated to school ERP

Placement of children into an ERP is undertaken through SEST in collaboration with Additional Needs at the time of the child's Education Health and Care Plan being completed. Depending upon their level of needs, children with sensory impairments will be assessed for an Education Health and Care Plan which will identify their support needs and the most appropriate placement/provision. This placement may be in a mainstream school, within an ERP or in an Independent provision.

Due to the strong community for deaf/hearing impaired children and the provision of Specialist Teachers of the Deaf within the ERP, SEST have experienced requests from a small number of parents or carers to place their children in a school providing an ERP unit irrespective of whether provision could be provided within a local mainstream setting. In the last two years there have only been two children with hearing impairments placed in an ERP where they were previously placed in an out of county ERP unit.

Purpose of Consultation

This review has led us to understand that many parents or carers prefer to have their children attend local schools rather than having their child travel excessive distances to a dedicated ERP Unit and assurance that a significant majority of parents have confidence in their local school to meet their child's needs. As a result of the feedback received to date alternative models for service provision have emerged and we now want to consult with children, parents, carers and all stakeholders to understand in more detail their aspirations and preferences for how services for children with hearing impairments are delivered.

These proposals are not about reducing the level of provision of support from SEST but are intended to enhance it by providing targeted support where and when it is needed. We think that this would, enable the Local Authority to provide a consistent service across the whole county. This consultation is solely based on the question of whether ERP units should remain, be reconfigured or be decommissioned with this provision being removed from the local offer, and replaced with enhanced support through SEST.

Consultation Option 1 – Retain existing four units across Lincolnshire (No change)

This option recommends the retention of the ERP units at the current four localities and to promote this as a specialist provision for Hearing Impaired children to meet high level needs. SEST would continue to resource the units within the schools with Specialist Teachers of the Deaf to ensure consistency of provision and achievement of outcomes.

Potential Positives	Potential Risks
<ul style="list-style-type: none"> • 4 ERP units spread across county to enable children to access provision • Children with hearing impairments are educated and able to socialise with other children who have similar hearing impairment needs • Dedicated and adapted classrooms set aside for supporting children with hearing impairments • Targeted teaching and support continues to be provided through SEST • Children still have the option to attend a local school if this was their (and their parents) preference 	<ul style="list-style-type: none"> • Numbers in units remains low as parents prefer their child to attend a local school • Resourcing of the units could have a detrimental impact on teaching resource available to support children in other mainstream schools • May result in significant travelling distances and time for children before and after school • Fails to integrate children within their community at a local school • May cause transition problems when moving from primary to secondary if children do not move with their peers • No additional funding provided to ERP schools other than through the current Special Needs block funding or through Education Health and Care Plans

Option 2 – Reduce Number of ERP units from four to two across Lincolnshire

This option looks at a planned reduction from four to two units. With the number of children obtaining specialist educational support within an ERP unit gradually reducing over recent years the ability to provide the current number of dedicated unit has become unfeasible. As two of the current schools have no pupils allocated in the units, these could both be decommissioned and focus placed on the remaining two units with their numbers being strengthened.

Potential Positives	Potential Risks
<ul style="list-style-type: none"> • Two dedicated ERP units remain which could be strengthened by promoting provision from each • Dedicated units; one focusing on primary provision and one on secondary provision • Children with HI are educated and able to socialise with other children who have similar hearing impairment needs • Dedicated and adapted classrooms set aside for supporting children with hearing impairments • Targeted teaching and support continues to be provided through SEST • Children still have the option to attend a local school if this was their (and their parents) preference 	<ul style="list-style-type: none"> • Distance of the two units may be an issue – whilst Ruskington (primary) is central, Thomas Cowley is located in the south-east of the county • Reducing provision to only two units could result in significant increase in travel time for some children • Children would be educated away from family or peer group friends who attend a local school • Fails to integrate children within their community at a local school • May cause transition problems when moving from primary to secondary if children do not progress with their peers • No additional funding provided to ERP schools other than through the current Special Needs block funding or through Education Health and Care Plans

Option 3 – No further placement of children into the ERPs – all new placements into local mainstream schools

All ERP units are currently resourced through SEST. Ruskington has a Teacher of the Deaf specifically allocated to the school whilst the remaining ERP schools are supported through the SEST outreach model. This option would be to retain the current provision but gradually wind down the units with no further new placements being made after Easter 2018. SEST will continue to ensure sufficient teaching time is allocated to each remaining child in the ERP to ensure their educational and support needs are met. However, as the number of children in the unit reduces, the allocated Teacher of the Deaf time would be reduced to enable teaching resource to be used to support other children in mainstream settings. Only when the units have no children remaining due to them moving on to a new school or leaving education would the units then be de-commissioned and removed from the Local Offer.

Potential Positives	Potential Risks
<ul style="list-style-type: none"> • Provides continuity of provision for children with significant hearing impairments • Makes the transition process to decommission the units easier – as children move through or out of school the numbers will naturally reduce • Targeted teaching and support continues to be provided through SEST • Children still have the option to attend a local school if this was their (and their parents) preference • Although pupil numbers in units will reduce the provision of teaching support will continue in line with the assessed needs of each child • Teacher of the Deaf time is used to support other children in mainstream settings 	<ul style="list-style-type: none"> • Over time children with hearing impairments have less opportunities to socialise with peer group of children with similar hearing impairments • As numbers reduce the units become less viable to remain which may cause operational issues for the schools who provide them with less opportunities to socialise with peer group of children with similar hearing impairments • Results in an inconsistent provision for hearing impairment support across Lincolnshire • Fails to support children being educated near to home in a local mainstream school • There could be a challenge to placements as the provision of an ERP unit remains as part of the Local Offer

Option 4 – Decommission the ERP Units and support children in a mainstream school setting

This option promotes the provision that all pupils with hearing impairments are educated and supported within their local mainstream primary or secondary school and that the Local Authority no longer provides support through a dedicated ERP Unit.

Those children currently educated within an ERP unit would be provided with the option to remain on roll at their current school and continue to receive targeted support from SEST through outreach support so avoiding any disruption to their child's day to day schooling. If parents/carers choose to move their child to an alternative school which was closer to their home, and one which could meet their child's needs, the Local Authority would work with the child and their parents/carers to support effective transition to an alternative provision.

Under this option the Teacher of the Deaf resource would be provided on an outreach basis in line with the provision to all other mainstream schools. The allocated SEST teaching time spent with individual children will continue to be provided in line with their assessed needs.

Potential Positives	Potential Risks
<ul style="list-style-type: none"> • Provides an understandable and consistent model of provision across the county and schools • Targeted teaching and support continues to be provided through SEST via outreach • Those children currently supported within an ERP only spend a small amount of their school time in the unit. If they decided to stay on roll at the same school the impact would be minimal for the child 	<ul style="list-style-type: none"> • Provision is limited to being educated either within mainstream (with support) or within a special school • Some mainstream schools may not have the requisite skills and experience of supporting a child with significant hearing impairment needs • Classrooms would have to be assessed to ensure they comply with required

<ul style="list-style-type: none"> • Promotes inclusion and educating of pupils with sensory impairment needs within their own community setting • Enables children with hearing impairments to remain with family or peer group friends being educated in the same school • Supports the transition of children from primary to secondary as they will move with friends • Significantly reduces travelling time to and from school for children • Teacher of the Deaf time is used to support other children in mainstream settings 	<p>regulations and funding provided as necessary to meet required regulations</p> <ul style="list-style-type: none"> • Mainstream schools would remain responsible for providing support through their notional funding plus any additional funding assessed as required through an Education Health and Care Plan
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Children's Services would like to invite any comments or suggestions you may have on the above options which would help us to improve outcomes for children with hearing impairments across Lincolnshire. Your feedback can be provided under Question 2 in the attached feedback response or online as detailed below.

Preferred Model

Based on feedback received to date, Option 4 would be the Local Authority's preferred option for the future provision of support to children with significant hearing impairments. We believe that this option best addresses concerns raised regarding local provision of support, promoting inclusion of all children in the local community, reducing travel time to and from school and provides a consistent service from SEST Specialist Teachers of the Deaf who are fully accountable for pupil outcomes in progressing sensory impairment development.

How to provide your feedback?

We welcome and value your feedback on this consultation, which will help the Local Authority reach a considered decision. Feedback on your preferred option can be provided by:

Completing our online Consultation Feedback Response at:

<http://snapsurveys.lincolnshire.gov.uk/snapwebhost/s.asp?k=150771610786>

- Completing the attached Consultation Feedback Response and send to the address provided below:

**ERP Consultation Feedback
Room 2.11
Lincolnshire County Council
Orchard House
Orchard Street
Lincoln
LN1 1BA**

- Emailing your Consultation Feedback Response form to ERPFeedback@lincolnshire.gov.uk

Consultation Meetings

In addition to the consultation feedback, the Local Authority is offering the opportunity for those parents, carers and children with hearing impairments who are currently supported in the ERP units a personalised meeting with SEST to discuss the consultation proposals in more detail.

Please email ERPFeedback@lincolnshire.gov.uk with your name, address, and contact phone numbers and we will make the necessary arrangements for a suitable date and time for a meeting to take place during the Consultation period.

What happens next?

The consultation period for these proposals is from Wednesday 18th October 2017 to Wednesday 29th November 2017 inclusive.

Responses will be collated, summarised and then duly considered by the Children and Young People's Scrutiny Group on 19th January 2018 which is open for members of the general public to attend if they wish. A decision will then be made by the Executive Councillor; Adult Care, Health and Children's Services on 2nd February 2018.

You will be able to see the result of this decision making at:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/advice.page?id=J8Ju7POT6pU>. Parents and carers of those children within the ERP Units will also be contacted to inform them of the decision.

Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments

Consultation Feedback Response

Thank you for taking the time to read this Consultation document and for providing us with your feedback.

Please detail below your preferred option (* Please select one) from those detailed in the Consultation. It would also help us to know why you have chosen this option so we can make an informed recommendation on the most appropriate model to support children with significant Hearing Impairments who are currently receiving support at one of the four Enhanced Resource Provision Units in Lincolnshire.

Alternatively you can provide us with feedback online at:

<http://snapsurveys.lincolnshire.gov.uk/snapwebhost/s.asp?k=150771610786>

Which one of the options do you think will best meet your child's needs? (*please select only one)		Why do you think this is the best option?
Option 1 - Retain existing four units across Lincolnshire	<input type="checkbox"/>	
Option 2 - Reduce Number of ERP units from four to two across Lincolnshire	<input type="checkbox"/>	
Option 3 - No further placement of children into the ERPs – all new placements into local mainstream schools	<input type="checkbox"/>	
Option 4 - Decommission the ERP Units and support children in a mainstream school setting	<input type="checkbox"/>	

Q1. If services or the way they are provided need to change, when do you think this should happen to minimise the impact on your child?	
Q2. What else should we consider within the proposed options to help improve the outcomes of children with Hearing Impairments?	
Q3. (For schools only) What additional resources would you need to support children with significant hearing impairment if they joined your school?	

About you

This section is about you, our customer. It is your choice to answer the following questions. If you do choose to answer them, this will help us to make informed decisions. Your responses will be kept completely confidential and in accordance with the Data Protection Act 1998. Our aim is to not be intrusive and we will not ask irrelevant or unnecessary questions.

Are you:

Please select the option that best describes you

A teacher/head teacher/principal	<input type="checkbox"/>
A parent/carer of a pupil(s)/student(s) with a Hearing Impairment attending an Enhanced Resource Provision Unit	<input type="checkbox"/>
A parent/carer of a pupil(s)/student(s) with a Hearing Impairment attending a mainstream Lincolnshire school or college	<input type="checkbox"/>
A parent/carer of a pupil(s)/student(s) with a Hearing Impairment attending an out of county school or college	<input type="checkbox"/>
A pupil(s)/student(s) with a Hearing Impairment attending an Enhanced Resource Provision Unit	<input type="checkbox"/>
A pupil(s)/student(s) with a Hearing Impairment attending a mainstream Lincolnshire school or college	<input type="checkbox"/>
A pupil(s)/student(s) with a Hearing Impairment attending an out of county school or college	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

Do you consider yourself to have a disability?

Yes No Prefer not to say

Please return your completed response to ensure it received by **Wednesday 29th November 2017**, to:

**ERP Consultation Feedback
Room 2.11
Lincolnshire County Council
Orchard House
Orchard Street
Lincoln
LN1 1BA**

Or, email to ERPFeedback@lincolnshire.gov.uk

Summary of Consultation Feedback on Proposed Changes to Enhanced Resource Provision Units Supporting Children with Hearing Impairments

Option 1 - Retain existing 4 units across Lincolnshire - 3 responses received

Summary of Consultation Feedback Received	Response based on recommended option
For some children accessing mainstream would be too challenging	At present a significant number of children with severe HI are already being supported in mainstream settings. For children that cannot be supported in this way their needs may be better met within a specialist placement This option remains available and would be considered through a review process.
Training for staff at the most severe level would be too wide and detract from the needs of the larger class	The Sensory Education Support Team (SEST) will continue to provide support in mainstream schools for training and strategies on how to support children with HI who are in larger classes. Those that also are most severe may also be allocated additional support through an Education, Health and Care Plan to enable them to access the mainstream class and be adequately supported.
ERP units ensure the specialist environment, equipment and staff with expertise are available	The service provision from SEST ensures class environment, equipment and staff with expertise are provided to all schools across Lincolnshire not just to those with an ERP. There are no plans to reduce this level of support provision as part of these proposals.
The ERP enables the children to socialise with peers with similar impairments as well as other children	It is accepted that children with Hearing Impairments benefit from being educated with their peers. In addition many parents also feel it is beneficial for their child to mix with children who do not have hearing impairments to support their inclusion. Currently children only spend a small proportion of their time in the ERP unit receiving targeted teaching and the majority of their time is within the mainstream class. There are no plans to change this. Specialist teachers from SEST will still be available to provide targeted support and children will still be supported in the mainstream classes.
Parents currently have the option for their children to attend local mainstream schools but still choose to send their children to the ERP units	As can be seen by the reducing numbers of children in the ERP units, parents' preference is now predominantly to send children to their mainstream school. A number of the children in the ERP are local so would have attended the school anyway.
Specialist equipment and trained staff must be made available county wide. Schools allowed time to prepare and arrange specialist resources before a child starts at a school. Backing and support from the local authority to enable resourcing to be possible - possibly a bank of trained sign language TAs for	The SEST team is responsible for providing the equipment to support children with HI and this will continue to be provided. Training will also be provided as part of the offer of SEST to schools. We are currently considering a model of how trained sign language TAs could be provided to schools, as we do with specialist teachers. Such provision would have to be included as part of the EHCP

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example.	
Children should have the facilities available to them that would be provided within an ERP. This may be more difficult to provide with a more fragmented approach and be more costly.	Experience shows that the majority of children with HI are adequately supported in mainstream and have the same equipment as children in an ERP. There are no additional costs due to a fragmented approach as the equipment provided is based on each individual child's needs whether in an ERP or in mainstream
Guidance, access and financial support for the specialist equipment, environmental changes (to the school environment) and staff to enable the children with hearing impairments to have the best support.	SEST provide specialist information and training to all schools on how to support children with HI as well as other sensory impairments. They also undertake assessments of school environments, and where required LCC will support any costs for changes to classes to make them acoustically compatible as appropriate.
<p>Children have additional needs and need to keep their routine and the support from teachers of the deaf and 1:1 support within schools. Taking this away from them would unsettle them especially if they had to move.</p> <p>We need a teacher of the deaf at Ruskington as they have a big impact on our children and how we work to support the children as one to ones.</p>	<p>There are no plans to remove the support; Specialist Teachers will still be allocated to support the children and the school although they will not be on site all the time as they are now at Ruskington. The time allocated to support the children with HI will remain in place and will continue to be based on each individual child's assessed needs. This support will remain in place until the child leaves the school for alternative provision (e.g. secondary). There are also no plans to change the children's routines as they have been given the option to stay in the current school and not to have to move elsewhere. One to ones are typically funded through the EHCP and will continue to be provided based on each child's needs.</p>
Come and visit Ruskington so you can see our provision and take on board the staff views.	Prior to the consultation visits did take place to the unit by a number of individuals. Discussions were also held with the Head Teacher and Chair of Governors before consultation commenced to obtain their views on the provision of the ERP unit.
We would need experience and qualified people if they are to hire new people	There are no plans to remove current support as part of this proposal. The Specialists Teacher allocated to the individual schools may change due to changes in personnel, but robust processes for effective handovers are already in place for such circumstances

Option 2 - Reduce Number of ERP units from 4 to 2 across Lincolnshire –
3 responses received

Summary of Consultation Feedback Received	Response based on recommended option
Difficult to meet needs of small cohort of children in Lincolnshire with significant hearing impairment/developmental language disorders within mainstream	Where possible, and with the right levels of support, children are and will continue to be supported within mainstream. If the child's needs are such that they require different provision, such as a specialist

Summary of Consultation Feedback Received	Response based on recommended option
schools.	school, this will be considered if it is the most appropriate way to meet any complex needs.
Cannot provide daily teaching from a Teacher for Hearing Impaired in mainstream schools when factoring in travel time and trying to manage a range of schools' individual timetables. In mainstream children find it very difficult to access mainstream lessons and are withdrawn from class to be taught by their 1:1 TA	Over 98% of children with sensory impairments are supported within their local mainstream school with outreach support being provided to schools through the SEST service. These services are already being provided in line with the proposed model which reduced travel time for children. If any school is encountering issues with children having to be educated outside of the class, they should contact SEST for further advice and guidance.
In an ERP resources can be shared to support children	This is certainly a benefit, however many children have specific needs and resources, including aids, have to be adapted to them as individuals which means resources are not always able to be shared.
Provides an option to attend a placement where their assessed needs could be met. Parents could choose if the educational, social and emotional benefits of attending an ERP outweighed the benefits of attending their local school	The authority supports children being educated in their nearest local school and would always want to promote this where possible. The mainstream school setting should be used to assess whether the child is able to make progress against their assessed needs. If not, discussions will take place with the school and parents to consider alternative options.
Benefits from a social and emotional perspective of having a deaf peer group. Attending a local school may not have the same social benefits which may lead to feelings of isolation	This was identified in the consultation as both an advantage and disadvantage. Whilst this is a benefit there are reciprocal benefits to a child attending mainstream settings for inclusion and being educated with family and friends.
If ERPs are to continue, then SEST and SaLT need to continue to work closely to identify early if a child may have language difficulties beyond that which is expected for a hearing impaired child so parents have plenty of time to consider both their local mainstream school and an ERP	At an early stage children with higher levels of need can be assessed for an Educational Health and Care Plan which will include both SEST and SaLT provision where necessary. As part of the EHCP process placement in an environment which best suits the child's needs will be undertaken.
Children should not be inappropriately placed within special schools if their needs are specifically related to hearing impairment/language difficulties. Parents must be made aware of out of county options and be clear about what can and cannot be provided on an outreach basis in a local mainstream school - for some children it will not be possible to meet their assessed need within a mainstream setting	As above, during the EHCP process all suitable options will be considered which are able to meet the child's needs. The authority has stated that in some cases mainstream may not be the most suitable option for children with more complex needs and other options, such as out of county, may need to be considered.

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Having one primary and one secondary unit would enable centralisation rather than duplication of resources, cost effective use of teacher of the deaf time with less travelling, good support between communication support workers with better cover available, children forming better friendships and families getting to know each other and therefore able to form a support network	Recent experience has evidenced that the numbers of children within units is reducing. If the number of units were reduced to 2 numbers would continue to remain low (From April 2018 the number in the primary unit will reduce from 6 to only 4 pupils). These reduced numbers cannot sustain the provision of a full time teacher for the deaf at the one unit when other children in mainstream could benefit from using their skills and knowledge.
A centralised secondary unit should be considered to minimize travelling time for children in the north of the county. If these 2 units were close to each other links could be formed and transition from primary to secondary could be achieved with a peer group of hearing as well as hearing impaired children	It is acknowledged that a central unit for secondary provision within the county would be an improved provision and allow for children to transition from one school to another with peer group children. This would still mean, in a county as large as Lincolnshire, that children would have to travel significant distances to get to school, and there is currently little demand for such a provision in secondary placements.
Time savings for visiting specialists. Reduces travelling for teachers of the deaf. Better knowledge and training for other staff who are trained to deal with hearing impairments across year groups. More consistent use of equipment where specialists with up to date knowledge are on hand all of the time to help, fix and maintain all types of aids and implants	SEST are already located across the county to ensure geographical accessibility, and teachers do plan journeys to reduce travel time between schools. SEST will continue to provide support into mainstream schools for training and strategies on how to support children with HI including the appropriate equipment to support their learning needs.
Improving 1 primary and 1 secondary unit to a decent minimum standard as set out in the NDCS quality standards would be much better use of funds.	There is an obligation in the Building Regulations DFES (2004) Building Bulletin 93: Acoustic Design in Schools to ensure that all classrooms meet these minimum standards. The authority will ensure appropriate funding is provided for children in mainstream settings with a HI to ensure the environment meets the same standards as a child supported within an ERP
Unless you are going to encourage and support parents going "out of county" then these must be kept open as a viable option for parents. To not have any competent Deaf provision would be a loss for Lincolnshire	There are no plans to remove deaf provision, but to amend the model to provide a consistent service to all children which is able to meet their needs. Over 98% of children with sensory impairments are supported within their local mainstream school with outreach support being provided to schools through the SEST service.

Feedback on Option 3 - No further placement of children into the ERPs – all new placements into local mainstream schools - 1 response received

Summary of Consultation Feedback Received	Response based on recommended option
Allows children established in an ERP setting to continue in provision until a	There are no plans to move children mid-term. A move would only be at the request of the

natural change of school phase. To move a child mid-year or mid-phase could be disruptive.	parent/child. Children currently on roll at an ERP school will have the option to stay within their current school and are not being forced to move if this is not desired.
A specialist teacher to support the pupil and the school with advice, classroom resources and to regularly review provision. Equipment to ensure that the school is hearing impaired friendly by having suitable sound/loop systems in place where applicable.	The SEST team will continue to provide advice and support to schools with HI children on their roll and will also be responsible for provision of appropriate equipment and ensuring the classrooms and school environment meets acoustic requirements.

Option 4 - Reduce Number of ERP units from 4 to 2 across Lincolnshire - 8 responses received

Summary of Consultation Feedback Received	Response based on recommended option
..if the migration to the new set up can be smoothly managed without unnecessary disruption for children & families.	Parents and children preferring to move school will be fully supported for a transition, including support from school admissions team and SEST.
Specialist advice with practical suggestions/guidance to support practitioners. Training for staff. Funding for resources/staff appropriate to the level of need for any children with significant hearing impairment. Support with ongoing reviews for child. The retention of specialists and where they will be based will be an issue to address in this review too for the ongoing sustainability of the school based provision.	SEST will continue to provide specialist advice and training to schools. Where a child requires an Education and Health Care plan, this will assess the required allocation of support and funding required to meet the child's needs. The locality and bases of the Specialist Teachers of the Deaf is currently being reviewed to better support their countywide coverage
Promotes inclusion of all children and provides consistency of support across the County Children should be able to access their local school and attend with family members and friends with the school being provided with the right support from sensory education team	Many Lincolnshire children with Hearing Impairment needs are adequately supported within mainstream settings, and they benefit from our strong support provision through SEST. Following the review a clear service standard offered by SEST, to mainstream schools, will be developed and published.
Transition support for those children who may move to a school nearer home if parents/carers have chosen not to keep them in the same school where ERP unit was.	Parents and children preferring to move school will be fully supported for a transition, including support from School Admissions Team and SEST.
Ensure staff training; specific staff skills for specified needs. Continued support from outside agencies. Assessment and possible	The SEST team will continue to be responsible for supporting schools in respect of advice and guidance on the class and school environment as well as providing appropriate training to school staff.

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funding regarding use of classrooms for HI students to comply with regulations.	
This is probably the best solution in regards value for money and in meeting the needs of the students.	The provision of the right level of support to children with hearing impairments from a local mainstream school is of paramount importance to the authority
An audit of schools ability to manage students with HI - experience, resources, professional development, etc.	This suggestion will be fed back and consideration given to undertaking a county wide schools audit to determine needs. Before placing any child into a school setting SEST will work with schools to determine what support, equipment, alterations and resource development will be required/available.
<p>Schools should be more inclusive to support children who have sensory need issues. Where these children's needs cannot be met within mainstream we have very capable and effective special schools who can support these children and should be used.</p> <p>If my child was able to attend mainstream and be supported I'd rather it be done at his local school where his friends are than have to travel out of the area.</p>	Many children with HI do already access mainstream schools. Where possible we would always want a child to attend a mainstream setting, with the right level of support through school/EHCP. In some cases specialist schools may be considered if the placement is the best to support their needs.
Strengthen specialist teachers across the county to be able to meet needs of children with sensory issues	Capacity implications for SEST specialist teachers have been reviewed to ensure resource capacity is available.
<p>Disabilities should now be acceptable and supported within mainstream schools, keeping people with significant hearing impairments separated just segregates them and decreases diversity within mainstream schools</p> <p>My child is already in mainstream school and the help he gets is greatly appreciated</p>	One of the drivers behind the consultation was to promote inclusion of all children within mainstream educational settings. It is good to hear your child is thriving in a mainstream setting.
Keep using up-to-date technology and ensure Lincolnshire children with hearing impairments gain optimal opportunity to thrive	A review of the technology used to support children with Sensory Impairments is being undertaken to take advantage of new technological developments in support aids.
I have currently received no support so these proposals should be implemented as soon as possible.	Thank you for raising this point. We will ensure work is undertaken with special schools across the county to see how they and their pupils could benefit from the services provided through SEST.
The proposals do not take into account children with a hearing impairment and additional learning and physical needs. My son attends a special needs school but they do not have any dedicated hearing impairment provisions or support.	Children with Hearing Impairments who have additional needs will continue to be assessed through the Education Health and Care process and the support, and educational placement, will reflect what is best to meet their needs. This may be in mainstream, a special school or in some cases out of county provision.

Summary of Consultation Feedback Received	Response based on recommended option
<p>There is no mention of out of county placements for the deaf children whose needs the LA cannot meet.</p>	<p>This consultation proposed various options on the provision of Enhanced Resource Provision units and was not a review of out of county placements. Should mainstream or special schools in county be unable to meet needs, out of county provision will continue to be considered.</p>