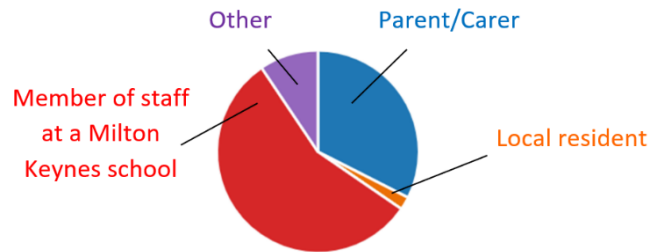


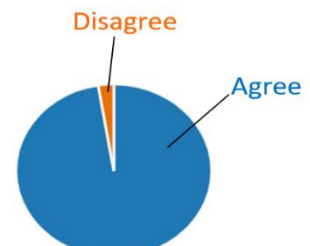
Informal Consultation Responses

Quantitative Data

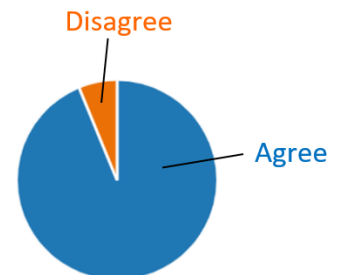
62 (32%) of respondents were a parent/carer, 4 (2%) were a local resident and 107 (56%) were a member of staff at a Milton Keynes school. 18 (9%) were someone else, such as (but not limited to) a member of Milton Keynes Council or Children’s Social Care. No local councillors took part.



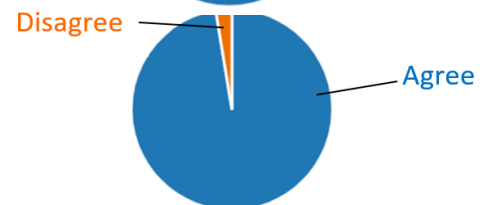
1. *Proposed development of a new primary and new secondary complex needs school with a specialism in ASC*
 191 (97%) respondents agreed with this, and 5 (3%) disagreed.



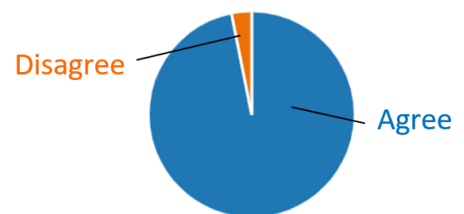
2. *Development of additional SEMH places at existing SEMH schools*
 182 (94%) agreed with this, and 12 (6%) disagreed.



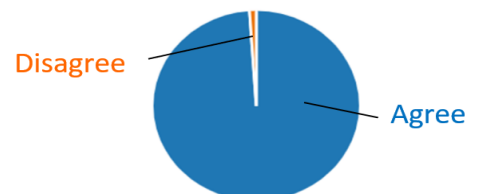
3. *Development of a high complex needs provision*
 189 (97%) agreed with this, and 5 (3%) disagreed.



4. *Review and development of Communication and Interaction Resources Provision*
 185 (97%) agreed with this, and 6 (3%) disagreed.



5. *The development of additional options for post 16 / 18 provision*
 189 (99%) agreed and 2 (1%) disagreed.



Qualitative data

1. Proposed development of a new primary and secondary complex needs school with ASC specialism

Themes analysed (FBC): **Three major themes**

- 1. A new provision/school is needed because mainstream schools are unable to meet the needs of learners with ASC, e.g., sensory needs, social and communication needs, smaller classes.*
- 2. New provision would be welcomed as special and mainstream schools for learners with ASC are currently oversubscribed with CYP missing out on education.*
- 3. The proposed new school will need staff with specialist training, knowledge and expertise about ASC learners in order to be a success.*

Those who disagreed felt that mainstream and specialist schools should have more expertise trained staff. This group also suggested that improvements made on existing schools would prove to be a better use of funding as opposed to a new provision.

11% of the 97% agreeing said that the new provision would have to meet certain terms before agreeance e.g. many stated that a brand-new building with sufficient outdoor green space should be provided as opposed to a refurbished building.

2. Development of additional SEMH places at existing SEMH schools

Themes analysed (FBC): **Three major themes**

- 1. There is a need for additional SEMH placements due to the expansion of Milton Keynes.*
- 2. Increase in SEMH places required since COVID-19 and EBSA in CYP, additional places would be welcomed, less strain on mainstream schools.*
- 3. A need for an SEMH school in Milton Keynes rather than additional places in existing SEMH.*

The general consensus agreed that demand for meeting the needs of CYP with SEMH were high, however additional spaces may not be adequate without the capacity or infrastructure to support this as there are limitations in existing SEMH schools.

Some responses were to comment on the current situation regarding SEMH placements or other unrelated issues e.g., the unavailability of car parking in special schools.

3. Development of a high complex needs provision

Themes analysed (LS): **Three major themes**

- 1. The needs children are presenting with are becoming increasingly complex, and as such settings are currently not meeting them.*

It was suggested that the level of need has increased at a rate faster than the level of provision, and as such educational settings are currently unable to meet the existing complex needs of CYP. Current mainstream provision faces pressures to meet complex needs without the correct expertise, support, training or equipment. Current specialist provision has limited places as is in high demand.

- 2. More specialist provision is needed in order to meet these highly complex needs.*

A need to expand provision to meet the growing demand for high complex needs provision was described. It was expected to make a 'profound difference' as children desperately require the correct provision. Some individuals suggested that high complex needs provision is equally needed in mainstream schools, and that such training and resources should be mandatory in all education systems.

- 3. New specialist provision needs to be carefully considered.*

Whilst increased high complex needs provision was agreed upon, note was made that this should be carefully planned. For instance, consideration into the type and size of facilities and/or placements is needed due to the considerable challenges these pupils present, staff must be trained to fully support needs, provision should be local and expectations of provision quality should be clearly outlined.

- 4. Review and development of Communication and Interaction Resources Provision*

Themes analysed (FBC): **Three major themes**

- 1. A major theme suggests that this concept will have a positive impact, however specialist support and further collaboration with wider professionals is needed.*
- 2. Further explanation of what will be developed and how this will be done? e.g., what is the timeline?*
- 3. Outreach support is welcomed as current therapies are underfunded e.g., (SLT), commitment is needed for this provision to succeed.*

Overall, the concept of reviewing and developing communication and interaction resources provision is welcomed as accommodating the needs of pupils such as 'high-functioning ASC girls' requires particular attention.

Improvements to resources along with accessibility and training 'at least to a basic level', should be provided for staff and education facilities in general.

The development of additional options for post 16 / 18 provision

Themes analysed (LS): **Three major themes**

1. Post 16/18 provision needs to be improved.

Milton Keynes was said to not currently be 'fully meeting the needs of the 18+ community of young people', including those with and without special educational needs. Emphasis was placed on the fact that support is still required past 16 or 18 years old, as needs persist past this point. Improved provision should include a greater variety of opportunities, to cater for all interests and needs, as there are currently minimal options. Note was also made that post 16/18 provision should not be focused purely on further education.

2. Why increased options for post 16/18 provision are essential.

Post 16/18 provision would facilitate continued learning, teach practical life skills, help young people find meaningful careers and develop independence as well as a sense of purpose. It would smooth the transition from childhood into adulthood, which is especially useful for young people with special educational needs who may not be ready for full independence or employment at 16 or 18. Such provision is also important as pupils 'need to know that they will not be forgotten once they finish their education'.

3. Support for parents is also needed.

It was suggested that parents of post 16/18 year-olds also require provision in supporting their child. This should include making sure any post 16/18 provision is clearly outlined on the Local Offer.