

Consultation Analysis

(Informal consultation and
Statutory Notices)

**Proposal to expand Woodfield School
onto a Specialist School Satellite site
at Carrington School**



Consultation Analysis – Proposal to expand Woodfield School onto a Specialist School Satellite site at Carrington School

Introduction

This report is an analysis of responses gathered on the proposal to expand Woodfield School onto a Specialist School Satellite site at Carrington School.

Surrey County Council published an informal consultation from 21 February 2023 to 31 March 2023.

Part 1 of this paper is an analysis of the responses received during the informal consultation notice period and Part 2 is an analysis of the responses during the Statutory Notice period. The summary and key points give a summary of the findings from both consultations. This paper will be submitted to the Lead Cabinet Member for Education and Learning for consideration to determine the statutory notices on 27 June 2023.

Consultation Summary

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend both Woodfield School and Carrington School, pupils and their families who may attend the schools in the future, and the views of the local community.

The informal consultation was open from 21 February 2023 to 31 March 2023. The associated documentation was published on the Surrey County Council '[Surrey Says](#)' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

A public meeting was held on 14 March 2023.

The Statutory Notices were published from 19 April 2023 to 19 May 2023. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. The notices were also published in the Surrey Mirror on 20 April. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

An Equality Impact Assessment (EIA) is in progress and has been informed by responses to the informal consultation period. The Equality Impact Assessment will continue throughout the statutory notice period and will be submitted with papers at the Cabinet Member for Education and Learning Meeting.

Key points from the consultation responses:

1. There were **50** responses to the informal consultation and **7** responses during the statutory notice period.
2. **52%** of respondents to informal consultation **agreed** with the proposal, 32% (16) disagreed and 16% (8) didn't know how they felt about the proposal.
3. **100%** of respondents to the statutory notices agreed with the proposal.
4. The theme with the highest prevalence in the responses to the informal consultation was questions about funding, resources, provision and staffing.

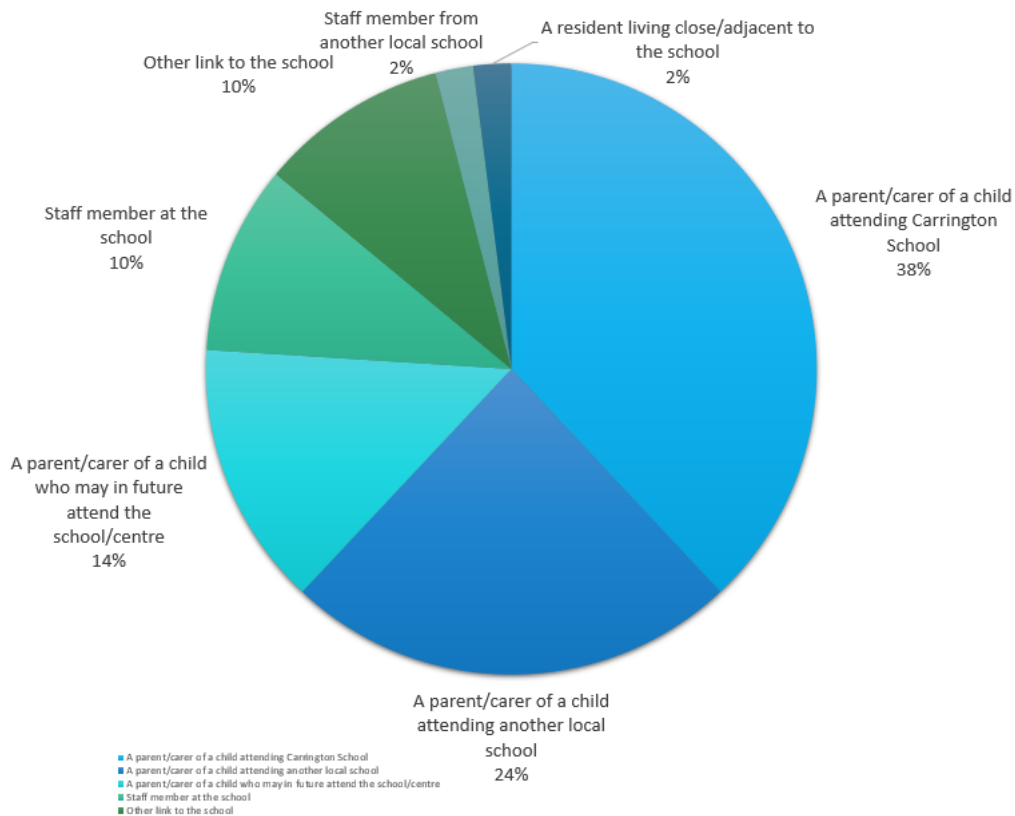
- The comments left during the statutory notices centred on the positive impact on inclusion and pupils attending the schools.

Part 1 – Informal Consultation

Quantitative Analysis

In total, there were 50 responses to the consultation. 52% (36) of respondents agreed with the proposal, 32% (16) of respondents disagreed with the proposal and 16% (8) of respondents stated they didn't know.

The chart below shows the category respondents selected to show their relationship to the school. Due to a technical difficulty some respondents did not have the ability to select parent/carer of a child attending Woodfield or parent/carer of a child attending Carrington. Therefore some respondents who selected A parent/carer of a child attending another local school may be parents of a child at Woodfield or Carrington.



Percentage who agreed/disagreed/didn't know by individual groups

There were 19 responders who selected parent/carer of a pupil attending Carrington School – 38%

5 agreed with the proposal, 9 disagreed with the proposal and 5 didn't know.

There were 19 responders who selected either parent/carer of a pupil attending another local school (24%) or parent/carer of a pupil who may attend the school in the future (14%)

10 agreed with the proposal, 6 disagreed with the proposal and 3 didn't know.

There were 11 responses from staff members at the school, staff member at another school and other links to the school.

10 agreed with the proposal and 1 disagreed with the proposal.

Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey. Out of the 50 responses received, 34 comments were made on the proposal. These comments were broadly themed and then separated into 8 possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondent's main concerns regarding the proposal.

| Sub theme | Tag | Number of responses | Prevalence (% out of total responses) |
|----------------------------|--|---------------------|---------------------------------------|
| Positive impacts | Need for more specialist provision | 7 | 21% |
| | For students/pupils | 6 | 18% |
| Negative Impacts | Inclusion/integration concerns | 10 | 29% |
| | For students/pupils | 11 | 32% |
| | Parking and traffic | 4 | 12% |
| Questions and ideas | Funding, resources, provision and staffing | 16 | 47% |
| | Benefits to Carrington school/inclusion for students | 6 | 18% |

Key themes from the consultation

Positive impacts

Need for more specialist provision

21% (7) of respondents commented on the need for more specialist provision with one comment stating there is a "need for this school and more schools like it" and another comment emphasising the "desperate need for more specialist spaces, both primary and secondary." At least two respondents highlighted the need for more places closer to home stating that the "current local specialist provisions are not sufficient for the calculated number of SEND children" and leave parents/carers "with no choice but to cross county borders and take well needed spaces from other SEND children."

"this is expansion is hopefully the beginning of some well overdue provision for these children"

"It would allow more with children with a MLD to be educated in their local area/community."

"Our vulnerable children need a safe, suitable and nurturing provision to achieve their full potential"

“As the Headteacher of a mainstream school, we have a number of children with specialist on their EHCP but they are unable to find a placement. This would really benefit the children who require specialist support”

For students/pupils

18% (6) of total responses observed that the proposal would have a positive impact on students and that “children at Carrington would benefit from this and the extra understanding and support” of the satellite site. One commenter highlighted that the “sharing of specialist teaching expertise” would be an “additional advantage for all professionals” and “excellent for all students.”

3 respondents spoke of the inclusive experience that the proposal would bring about for all students, with one commenter stating that “there is too much segregation for people with disabilities” and that mainstream pupils would benefit in being “more aware of children with additional needs.”

Another respondent reflected that it would be a “great lesson of acceptance and understanding for the Carrington School students but shouldn't be at the expense of the Woodfield students.” A further two respondents commented on the positive impact that the “sharing of specialist teaching expertise” would have and that “Carrington School has a good reputation for looking after SENS (sic) pupils and parents.”

“For students at the satellite to have representation in a mainstream school only serves for a more inclusive experience without forgoing specific support”

“As a parent who has visited Woodfield previously I know the school to be a wonderfully gentle and loving environment, I believe Carrington could improve on this”

“Anything to assist specialist school learning is a positive thing for the area”

Negative Impacts

Inclusion/integration concerns

Of the 50 comments made, 29% (10) respondents felt that the Woodfield satellite site at Carrington School could have a negative impact on the inclusion and integration of some students. One respondent wanted to “ensure the Carrington School is briefed and ensures to the best of their ability that children attending there are accepting of the kids there.” One respondent felt that parents would choose a specialist provision “due to the fact they would not cope with mainstream and the possible bullying that would take place” they were also concerned resources could be taken from the current Woodfield site.

Some respondents felt that the proposal hadn't gone far enough to explain “how the children of Woodfield are going to integrate with the children at Carrington for example will they be sharing the same communal areas, canteen, library, sports facilities etc” and that more thought was needed on “how Woodfield children would be included in Carrington.”

“I don't understand why you would want to place these children on the grounds if another secondary school where either they have the potential to cause disruption at the Carrington or they are still treated and views differently by the children at Carrington”

Some respondents misinterpreted parts of the proposal and worried that pupils at the satellite site would be wearing the Woodfield School uniform and be seen as different from other pupils

on the site at Carrington. They also worried that the proposal meant moving pupils who are currently at Woodfield School to the satellite site.

For students/pupils

32% (11) of total respondents voiced concerns that the proposal would have a negative impact upon the students, specifically pupils at Carrington school and the availability of staff and resources. Several commenters felt that Carrington School was already “stretching it’s resources” and “cannot cope with its own students, let alone anyone else’s with special learning needs.”

Three respondents referred to the impact of the Carrington School’s previous Ofsted inspection and the efforts required to strengthen its position whilst embedding the satellite site students “could result in the school slowing or even regressing back to where it was several years ago.” At least two comments left expressed fears that the additional pupils would have the “potential to cause disruption” and display behaviours that would take staff away from teaching.

“I don't think that at the moment, the school has the infrastructure to accommodate additional numbers, with too much reliance already on substitute teachers.”

“...we need to let the school start to work on to initially raise and build (it’s) own education rating - they are just at the start of this journey and do not need further challenges...”

Parking and traffic

12% (4) of respondents reported concerns around parking and additional traffic to the area around the school, citing the need to incorporate a “safe drop off point.” One comment highlighted that the current school traffic makes it “quite stressful and dangerous getting your child to the gate safely” and another pointed out that some students “may have anxiety and other needs that mean dropping off on a nearby road may not be acceptable.”

“There is already a significant issue with inadequate parking...[...]...and with no local on-street parking available for overflow this has to be addressed if the school is to retain staff”

“...it is already difficult to get near the school in the mornings to be able to get the children in the door on time. I think that you would also have complaints from local residents about the increased number of cars at these times”

Questions and ideas

Funding, resources, provision and staffing

47% (16) respondents had further questions regarding how the satellite site would be funded, staffed and what type of provision was being offered. 3 people commented on what they felt was a lack of space to accommodate more students with one person suggesting that “children with MLDs may well need more space and a less crowded/noisy environment than the one experienced by children at Carrington School.” Another commenter felt that there was little information available to indicate “where these new students will be taught as space must be limited already” and wished to “know more on how this will effect current students attending Carrington School.”

Several respondents queried “where the budget for these additional places will come from” and voiced concerns around “increasing capacity of the school which is already under pressure to offer services.”

Within the 16 comments, 2 were concerned with the impact on staffing and wanted to know if “any of the teachers (now or in future) from Carrington are to be utilised by the satellite school” and “if teachers from Woodfield are at Carrington teaching then surely that will take them away from teaching the children at Woodfield?” Other respondents wanted further information on the type of provision that was being offered and of “what ability the children will be on that satellite site”

“If resources at the Carrington are going to shared then I can see this causing a lot of timetabling problems and making the school busier at lunch and break times when there is already competition for space and use of the canteen etc”

“Will the new EHCP intake be using all the facilities/clubs etc?”

Benefits to Carrington school/inclusion for students

18% (6) respondents wanted to know more information about what benefits the satellite site would bring to pupils at Carrington School and how satellite site students would be integrated into the mainstream population. One respondent wished to know “what benefits (financial or otherwise) will Carrington school gain from annually from having the satellite school on their grounds” whilst another asked if “the children all mix together or taught separately?”

There’s little information on how this will affect the children at Carrington School, how will this benefit them. Will the Woodfield school pupils have access to Carrington facilities or be separate? More information is needed”

“I have a child at the Carrington school and would like to know how adding another 40 places for children (on roll at a different school) will impact the Carrington school children.

“Thought needed on how Woodfield children would be included in Carrington. They would stand out in their different (more bright) coloured uniform.”

“I don't know who would benefit here?? ECHP students possibly not as they are used to being in a provision for just those with EHCPs and what age would the students be?”

Some respondents misinterpreted parts of the proposal or had questions about the proposal. A Question and Answer document will be published alongside the statutory notices to clarify points mentioned in the comments above.

Public Meetings

An online public meeting was held on 14 March using MS Teams. There was a short presentation followed by a question and answer session for attendees.

9 people (not including school and Council staff) attended the meeting.

Part 2 – Statutory Notices

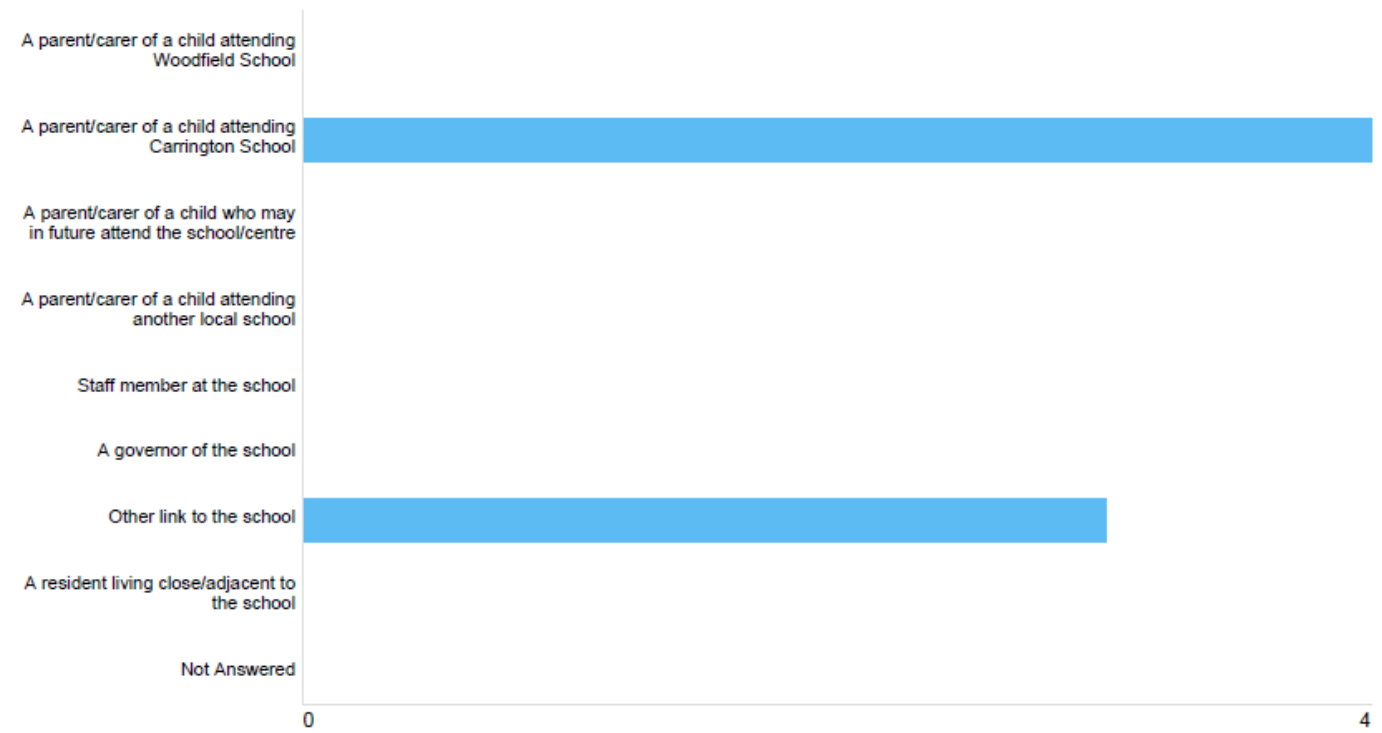
Quantitative Analysis

There were 7 responses to the consultation. 100% of respondents agreed with the proposal.

The chart below shows the distribution of responses to the consultation. Four respondents selected “A parent/carer of a child attending Carrington School”. The other 3 respondents selected “Other link the school” and provided further information about their relationship to the schools i.e., teacher from another local school.

What is your relationship with school?

Role - Role



Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey. Out of 7 respondents, 5 left comments.

The comments left all fell under two main themes; the **positive impact on inclusion** and the **positive impact on pupils** attending the schools.

“Done well, the integration benefits pupils and staff at both schools and their understanding of the needs of other people.”

“I feel that this would be a fantastic opportunity for both schools to collaborate and develop the delivery of the SEN offer..... I think it will also have a hugely positive impact on social, emotional, mental health of the pupils who do tend to struggle in a mainstream setting and have additional learning needs”

“I think this project can benefit Carrington students as well as Woodfield students enormously, it is really exciting. I am glad to see collaborative work going on between schools. Everyone benefits!”

Recommendations: what happens next?

The recommendation is that a report will be submitted to the Lead Cabinet Member for Education and Learning for consideration to determine the statutory notices at the decision meeting on 27 June 2023.

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