

Addington Valley Academy

A Section 10 Public Consultation by Orchard Hill College Academy Trust for a new special school in Croydon

Findings arising from the Public Consultation

Wednesday 8th May 2019 to Tuesday 25th June 2019

June 2019

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Executive Summary

In March 2018 the Department for Education (DfE) approved Orchard Hill College Academy Trust's (OHCAT) application to open a new special school in the New Addington area of the London Borough of Croydon. The proposed school, Addington Valley Academy, is planned to open in September 2020. As part of that process, OHCAT is required to consult on its proposal under Section 10 of the Academies Act 2010.

Consultation Feedback

- The formal consultation process took place over a period of seven weeks (six term-time weeks) between Wednesday 8th May 2019 and Tuesday 25th June 2019.
- 20 online survey and written responses were received.
- **The overwhelming majority of survey respondents (85%) stated that they were in favour of the proposed Addington Valley Academy**
- The overwhelming majority of survey respondents (89%) supported the aims and ethos of the new school.
- The overwhelming majority of survey respondents (80%) agreed that OHCAT should enter into a Funding Agreement (Supplemental Funding Agreement) with the Secretary of State to open and run Addington Valley Academy
- The majority of survey respondents (78%) agreed with the proposed admissions arrangements.

Consultation Report and next steps

- This report will be circulated to key stakeholders and there will be public access to this report by the end of June 2019 via the School website www.addingtonvalley.org. There will be no public access to the individual responses received as they are covered by the Data Protection Act under GDPR.
- This report on the findings of the consultation process will be supplemented by several other processes and will be included in the Funding Agreement submission to the DfE in July 2019. The DfE will consider the outcome of the consultation as part of the Funding Agreement sign-off process to formally approve the opening of Addington Valley Academy.
- Subject to DfE approval of the Funding Agreement, completion of site design and during the construction phase, there will be further opportunities for stakeholders and local residents to be involved in the programme.

Section 1

1.1 Introduction and background

Following the Department for Education's (DfE) approval of OHCAT's application in March 2018 to open a new special school in the New Addington area of the London Borough of Croydon in September 2020, OHCAT was required to consult on its proposal under Section 10 of the Academies Act 2010. The consultation period ran from Wednesday 8th May 2019 to Tuesday 25th June 2019, a total of six term time weeks.

Addington Valley Academy is currently in its pre-opening phase and it is proposed to open in September 2020. The school would open with 80 pupils and would grow over the next four years to its capacity of 150 pupils.

Addington Valley Academy would provide specialist education for children and young people aged 2-19 with autism and complex needs. The specialist provision and curriculum would address their social communication, cognitive sensory, social emotional and behavioural needs.

The proposed site of our new school has been identified by the London Borough of Croydon at 52 Field Way, New Addington, Croydon CR0 9AZ.

1.2 Rationale for Addington Valley Academy

The London Borough of Croydon has the largest population of young people in London with 21.9% (81,637) of the population aged 0 – 15 years. The number of pupils with an Education, Health and Care Plan stands at approximately 2,400 (January 2017) and is expected to continue to increase (there has been an overall increase of more than 200 over the last two years). This increase in growth in Croydon's school population and the number of EHCPs has resulted in demand for special school places being greater than supply with pupils having to take up independent special school placements and out of borough placements.

The Council has established an All Age Disability Service to support life-long planning with the vision that Croydon residents with Special Educational Needs and Disabilities have a life not a plan. As a result, the new special free school will be expected to be an important contributor to these life changing arrangements.

As with special schools more generally, there will be an expectation and requirement that an increasing number of young people with SEND will develop and achieve sustained employment in the borough.

The Council has set out a need for a 150 place school specialising in autism and which addresses the social communication, cognitive, sensory and social, emotional, and behavioural needs of pupils aged 2 – 19. Pupil growth will take place over four years from opening in September 2020 and have a full complement of pupils in September 2023.

1.3 Vision, ethos and curriculum

Addington Valley Academy would specialise in providing a high quality learning environment, curriculum and support for pupils with autism and a range of complex needs. We recognise that children and young people with autism have a range of other needs, including social communication, cognitive, sensory and social, emotional and behavioural, and our new school and its staff would have the expertise to support these pupils and students.

Our provision and curriculum would be underpinned by a communication and positive behaviour based model that includes therapeutic approaches to incorporate sensory integration, supports our learners to access the core and wider curriculum and understand their world.

Our vision for Addington Valley Academy would be to provide a positive environment where children and young people access specialist support so that they can learn and achieve.

Our vision is underpinned by our values which are to:

- provide a service which offers equality of opportunity and respect to all children, young people and staff
- build quality relationships and interactions which respect and individual's potential to learn
- provide real life learning opportunities within a framework that is flexible, safe and responsive to individual needs
- enable and empower children and young people to identify and work towards their personal aspirations

Autism Focus

We envision a community and wider society where all people on the autism spectrum get to lead the life they choose free from discrimination and discriminatory practices. We believe that all children and young people should be understood, supported and valued for what they bring to their local community.

Our staff team would ensure that from the beginning the school is set up to become a high quality day school provision for learners with autism and complex needs. Staff will benefit from specialist autism training prior to opening to gain depth of knowledge and understanding of the Autism Competency Frameworks for Early Years, Key Stages 1–4 and post-16 to plan for the overall autism provision at the academy.

A primary focus for the school would be the development of educational practice to support children and young people with autism and a range of co-existing needs. Our staff would be trained to deliver the competency standards from the Autism Education Trust which is approved by the DfE to enable schools to deliver the DfE autism standards. Teaching staff and lead Teaching Assistants would also be trained in the principles of TEACCH (Treatment and education of autistic and related communication-disabled children).

The pre-opening stage would consider the design and environmental issues that support children and young people with autism and the requirement for enabling visual signage and communication systems.

Curriculum

We would use creative approaches to teaching and learning and would focus on personal development, functional skills, and competencies linking different curriculum areas, progression and enrichment opportunities, and an emphasis on applied learning. We believe the focus on applied learning encourages crucial developmental aspects specific to the needs of learners with autism and additional needs. We feel their development is best served through:

- Learning through doing, especially play in the early stages
- Interactions with other learners through peer-related work
- Real life, practical investigations and active enquiry
- Learning in different environments to extend, generalise and consolidate skills and knowledge
- Interaction with the wider community, colleges, other schools, community third sector partnerships and employers
- Linking understanding and learning activities to job roles and vocational pathways

Our classes would be organised by year group as far as possible to promote inclusion opportunities and age related expectations of the curriculum within the school.

1.4 Purpose of and process for the consultation

The consultation set out to assess local public opinion in relation to the proposed development of a new special free school for students aged 2 – 19 with autism and complex needs. The consultation comprised of the following:

- A website was set up for the proposed new school www.addingtonvalley.org
- A 12 page A5 consultation brochure was produced with a postage paid questionnaire (see Appendix A)
- An online questionnaire (Appendix B) via survey monkey was available on the new website
- Details were available on the school website on the proposal and included links to the consultation brochure and online questionnaire
- The consultation brochure also had links to the website of OHCAT, the sponsoring Trust, www.ohcat.org
- Printed copies of the consultation brochure were issued to:
 - Croydon Council Main Library Service to distribute to local libraries across the London Borough of Croydon
 - Letterbox, a leaflet distributor, issued leaflets to households with a ¼ mile radius from the proposed school site
 - Attendees at the consultation events
 - Parents in Partnership Forum
 - National Autistic Society, Croydon Branch
- Emails, with links to the electronic version of the consultation leaflet and the survey monkey questionnaire, were issued to the following stakeholder groups:
 - Croydon Local Authority Officers

- Local Ward Councillors
 - Local MPs
 - Neighbouring LA contacts (Sutton, Bromley and Merton)
 - Parents in Partnership forum
 - Croydon National Autistic Society
 - Primary, secondary and special schools (via Croydon Council bulletin)
 - OHCAT staff, governors and trustees
- News stories promoting the consultation on the Free School proposal was published on the new school website and on OHCAT website
 - An announcement bar on the new website promoted the consultation
 - Croydon Council included details of the consultation in their weekly e-bulletin to residents 'Your Croydon Weekly'.
 - Separate meetings within the consultation period took place with Parents in Partnership and Croydon Autistic Society which included groups of parents
 - Two public meetings were held at the location of the new school on:
 - Tuesday 11th June from 6pm to 8pm and
 - Wednesday 12th June from 9.30am to 11.30am.
 About 30 people attended the public meetings.
 - Consultation brochures outlining the proposed vision, ethos and curriculum offer, and proposed admissions arrangements were made available at the public events.
 - Consultees were able to use the OHCAT email address and telephone service for enquiries - enquiries@ohcat.org and tel: 0345 402 0453
 - A postal address of Orchard Hill College Academy Trust, was made available to receive postal enquiries - Orchard Hill College Academy Trust, Quadrant House, 8th Floor – The Quadrant, Sutton SM2 5AS.

Section 2

2.1 Responses to the Consultation Questionnaire

In addition to the comments from the public consultation meetings, there were 20 formal responses received via the tear-off slip within the consultation brochure and the online feedback form on the school's website.

Are you in favour of the proposed new special school?

Printed Return Slip

Yes: 2

No: 2

Online Survey

Yes: 15

No: 1

TOTAL

Yes: 17 (85%)

No: 3 (15%)

Comment/reason for your view (printed return slip)

- We need an Autistic School in Croydon
- Castle Hill School has an Autism unit. The majority of the children come from outside of Addington so the school needs to be elsewhere
- Not a good idea
- I believe a school which specialises in teaching children with ASD and related disabilities will be very beneficial for these individuals in this area

Comment/reason for your view (online survey)

- *See survey results in Appendix C*

Do you support the aims and ethos of the new school, which we have described in this document?

Printed Return Slip

Yes: 2

No: 1

Online Survey

Yes: 15

No: 1

TOTAL

Yes: 17 (89%)

No: 2 (11%)

Comment/reason for your view (printed return slip)

- Autistic children need smaller classes
- Sounds good on paper but we know things change quickly

- It is very important to understand autism and help students to communicate and be able to lead a fulfilling life as possible.

Comment/reason for your view (online survey)

- *See survey results in Appendix C*

Do you agree that Orchard Hill College Academy Trust should enter into a funding agreement with the Secretary of State to open and run Addington Valley Academy?

Printed Return Slip

Yes: 2

No: 2

Online Survey

Yes: 14

No: 2

TOTAL

Yes: 16 (80%)

No: 4 (20%)

Comment/reason for your view (printed return slip)

- I agree Orchard Hill College should enter into a funding agreement with the Secretary of State to open and run Addington Valley Academy
- The Secretary of State should be putting money into maintaining schools that need resources, qualified teachers not so-called educators that you find in some academies. We already have 6 primary schools and a High School in Addington. Also, the building is too high and will spoil the skyline.
- Yes, it will help improve education and futures of these children

Comment/reason for your view (online survey)

- *See survey results in Appendix C*

Do you support our proposed admissions arrangements?

Printed Return Slip

Yes: 2

No: 0

Online Survey

Yes: 12

No: 4

TOTAL

Yes: 14 (78%)

No: 4 (22%)

Comment/reason for your view (printed return slip)

- I support your proposed admissions arrangement
- Won't last
- The autism focus will enable children on the ASD spectrum a great chance to work with their strengths and difficulties

Comment/reason for your view (online survey)

- See survey results in Appendix C

Additional comments on the proposal outlined in this document

Printed Return Slip

- The only school suited for my daughter is Sevenoaks. It's too far.
- The Fieldway Family Centre was purpose built. It would be a total waste of tax payers' money if that is pulled down. It provides a service to families/older residents. How much more of our green space in Addington are you going to take. Find somewhere else.
- The building is an 'eyesore'. No character. The school is not going to be used for the majority of Addington children

Online Survey

- See survey results in Appendix C

Which Group applies to you?

Printed Return Slip

| | |
|---|---|
| Resident in immediate vicinity of the school site | 2 |
| Resident of Croydon | 1 |
| The parent of a child who would join the new school in September 2020 | 1 |
| Member of staff or governor of a local school | 1 |
| Member of a local community group | |
| Employee of a local employer | |

Online Survey

| | |
|---|---|
| Resident in immediate vicinity of the school site | 5 |
| Resident of Croydon | 8 |
| The parent of a child who would join the new school in September 2020 | 2 |
| Member of staff or governor of a local school | 1 |
| Member of a local community group | |
| Employee of a local employer | |

2.2 Feedback from the Public Meetings

About 30 people attended the public meetings over the two days. Attendees were mainly local residents.

There were also attendees from local schools including Headteachers from two local special schools, St Nicholas and The Priory.

Staff from Croydon Council were also in attendance to answer questions on the design of the building.

The following questions/concerns/comments were raised:

1. What would be the level of autism training?
Further information on the level of training will be made available, however, staff will benefit from specialist autism training prior to opening to gain depth of knowledge and understanding of the Autism Competency Frameworks for Early Years, Key Stages 1–4 and post-16 to plan for the overall autism provision at the academy. Teaching staff and lead Teaching Assistants would also be trained in the principles of TEACCH (Treatment and education of autistic and related communication-disabled children).
2. What strategies would be used with the children?
Creative approaches to teaching and learning would focus on personal development, functional skills, and competencies linking different curriculum areas, progression and enrichment opportunities, and an emphasis on applied learning.
3. What would be the nature of the cohort of the children?
The school will provide for autism and complex learning difficulties.
4. Would there be out of borough placements available?
The school is being built to meet the demand in Croydon. However, it may be possible for out of borough children to attend.
5. What are the plans for therapy?
A significant proportion of pupils who attend the school would be required to engage with a programme of therapeutic support, to include access to speech and language therapy, occupational therapy, counselling support, music and drama therapies, and behaviour therapies, as well as intensive therapeutic support, advice and guidance for families.

Appendix A: Consultation Brochure

PROPOSAL
FOR A
FREE
SCHOOL
IN THE LONDON
BOROUGH OF CROYDON

CONSULTATION
DOCUMENT



Addington Valley
Academy



WELCOME



Welcome to this consultation booklet providing information about the proposal to open Addington Valley Academy, a new special Free School for the London Borough of Croydon.

Addington Valley Academy is currently in its pre-opening phase and it is proposed to open in September 2020. The school would open with 80 pupils and would grow over the next four years to its capacity of 150 pupils.

Addington Valley Academy would provide specialist education for children and young people aged 2-19 with autism and complex needs. The specialist provision and curriculum would address their social communication, cognitive sensory, social emotional and behavioural needs.

The consultation will enable local stakeholders to ask questions and gain a much broader overview of our proposal to open a new special school in Croydon. The school's website www.addingtonvalley.org will be updated on a regular basis providing you with updates about the progress of the proposed new school.

All feedback gathered during this consultation process will form part of a report which will be passed on to Orchard Hill College Academy Trust, the sponsoring Trust, and the Department for Education. They will take your views into account when making decisions about the proposed new school for Croydon and whether to enter into a funding agreement which will enable the school to open.

When you have read this consultation document, please take a few moments to fill in the enclosed questionnaire, and return it to us. Postage has been pre-paid.

If you prefer, you can download the consultation document and access the questionnaire online at www.addingtonvalley.org.

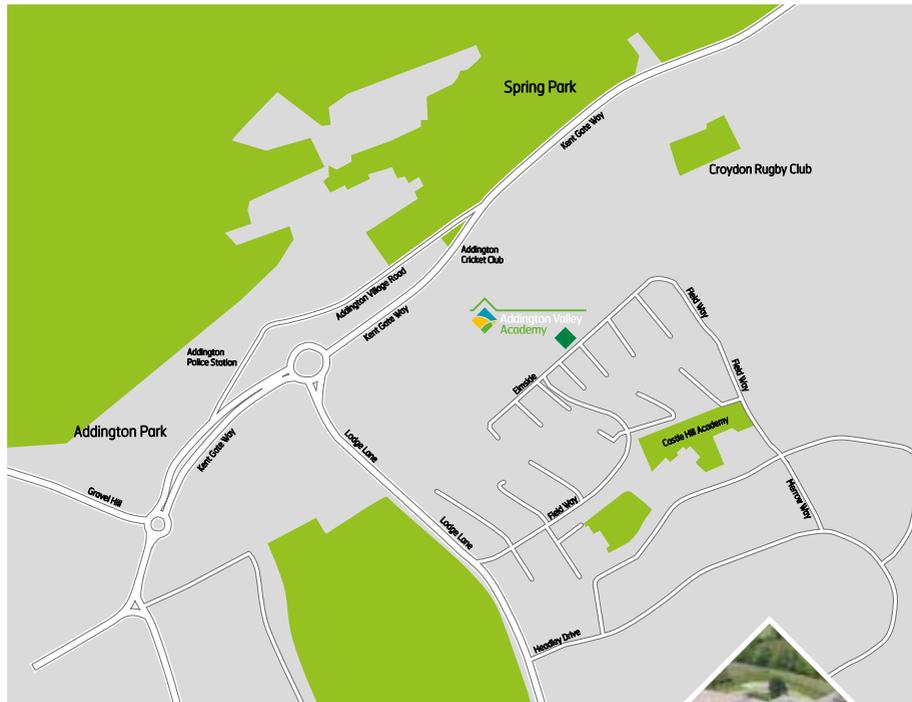
The consultation period will run from Wednesday 8th May 2019 to Tuesday 25th June 2019.

Public meetings will be held at The Timebridge Community Centre, Fieldway, New Addington, CRO 9AZ on:

- Tuesday 11th June from 6pm to 8pm and
- Wednesday 12th June from 9.30am to 11.30am

PROPOSED SCHOOL SITE

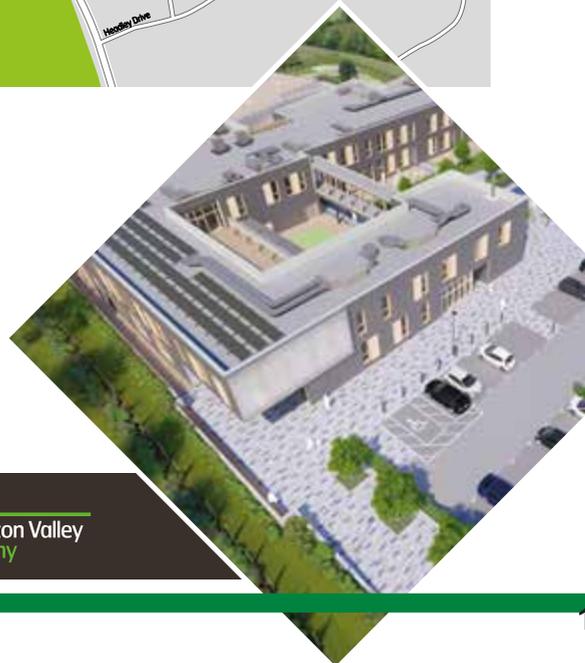
The proposed site of our new school has been identified by the London Borough of Croydon at 52 Field Way, New Addington, Croydon CR0 9AZ.



Our school would be purpose-built to meet the needs of children and young people with autism and complex needs. We hope to commence design work on our new building later this year and will share plans with stakeholders as soon as they are available.

Please check the website for updates on the new school:

www.addingtonvalley.org



ABOUT ORCHARD HILL COLLEGE ACADEMY TRUST



Addington Valley Academy would be an important part of an established family of specialist schools and academies that make up Orchard Hill College Academy Trust (OHCAT). OHCAT is a 'family' of schools, currently comprised of 14 special academies across London, Surrey, Sussex and Berkshire.

OHCAT was established in 2013 by Orchard Hill College (OHC) to share its expertise and provide services and support to specialist schools. Together, Orchard Hill College & Academy Trust (OHC&AT) provides for over 1500 pupils and students from nursery through to further education and into adulthood.

All of us at OHC&AT are committed to realising the potential of our pupils and students and we work together to ensure they achieve their very best in their local communities.

You can find out more about us at www.ohcat.org

WHAT IS A FREE SCHOOL?

Free Schools are independent state-funded schools. They provide a way for groups of parents/carers, teachers, charities, existing schools or other organisations to respond to a need for a new school in their community – whether for extra places, to raise standards or offer choice. They can be primary, secondary, all-through or 16-19, and can open specifically for children with special educational needs or those who struggle in mainstream schools (alternative provision). Once established, free schools are legally academies so are funded by central government.

More information on Free Schools can be found at www.newschoolsnetwork.org/what-are-free-schools

VISION AND ETHOS



Addington Valley Academy would specialise in providing a high quality learning environment, curriculum and support for pupils with autism and a range of complex needs. We recognise that children and young people with autism have a range of other needs, including social communication, cognitive, sensory and social, emotional and behavioural, and our new school and its staff would have the expertise to support these pupils and students.

Our provision and curriculum would be underpinned by a communication and positive behaviour based model that includes therapeutic approaches to incorporate sensory integration, supports our learners to access the core and wider curriculum and understand their world.

Our vision for Addington Valley Academy would be to provide a positive environment where children and young people access specialist support so that they can learn and achieve.

Our vision is underpinned by our values which are to:

- provide a service which offers equality of opportunity and respect to all children, young people and staff
- build quality relationships and interactions which respect and individual's potential to learn
- provide real life learning opportunities within a framework that is flexible, safe and responsive to individual needs
- enable and empower children and young people to identify and work towards their personal aspirations

AUTISM FOCUS

We envision a community and wider society where all people on the autism spectrum get to lead the life they choose free from discrimination and discriminatory practices. We believe that all children and young people should be understood, supported and valued for what they bring to their local community.

Our staff team would ensure that from the beginning the school is set up to become a high quality day school provision for learners with autism and complex needs. Staff will benefit from specialist autism training prior to opening to gain depth of knowledge and understanding of the Autism Competency Frameworks for Early Years, Key Stages 1–4 and post-16 to plan for the overall autism provision at the academy.

A primary focus for the school would be the development of educational practice to support children and young people with autism and a range of co-existing needs. Our staff would be trained to deliver the competency standards from the Autism Education Trust which is approved by the DfE to enable schools to deliver the DfE autism standards. Teaching staff and lead Teaching Assistants would also be trained in the principles of TEACCH (Treatment and education of autistic and related communication-disabled children).

The pre-opening stage would consider the design and environmental issues that support children and young people with autism and the requirement for enabling visual signage and communication systems.

CURRICULUM

We would use creative approaches to teaching and learning and would focus on personal development, functional skills, and competencies linking different curriculum areas, progression and enrichment opportunities, and an emphasis on applied learning. We believe the focus on applied learning encourages crucial developmental aspects specific to the needs of learners with autism and additional needs. We feel their development is best served through:

- Learning through doing, especially play in the early stages
- Interactions with other learners through peer-related work
- Real life, practical investigations and active enquiry
- Learning in different environments to extend, generalise and consolidate skills and knowledge
- Interaction with the wider community, colleges, other schools, community third sector partnerships and employers
- Linking understanding and learning activities to job roles and vocational pathways

Our classes would be organised by year group as far as possible to promote inclusion opportunities and age related expectations of the curriculum within the school.

PRACTICAL FOCUS

Our school would aim to ensure enjoyment of learning and achievement in all subjects within the school through a focus on practical and active learning that encourages engagement and understanding of the wider community. Pupils and students would be offered vocational programmes as appropriate to support the development of the curriculum and help our learners to access the next stages in their education, work and personal lives.

The opportunities to develop collaborative and co-operative skills, improved listening and co-ordination and the ability to express oneself appropriately and meaningfully, are key features across the curriculum and crucial to the holistic and rounded development of our pupils and students.

ENRICHMENT

A rich and varied programme of extra-curricular activities would be offered by the school, which supports our ethos of pupil/student participation and engagement. The leisure, hobbies and special interests of our pupils and students would be valued to create additional clubs and activities for the learners. Our enrichment programme might include:

- Sport and physical activity
- Performing Arts (Dance, Drama, Music)
- Art, Design and Technology
- Other curricular and cross curricular clubs and activities
- A tailored programme of residential trips and educational visits



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INDEPENDENT LEARNING

The school vision sets out the aspiration for pupils and students to take increasing responsibility for their own learning and develop independence. In addition, the school would develop a curriculum that fosters creativity and innovation.

To achieve this, we would give learners an appropriate level of responsibility and control to be active producers of digital content and media. We would develop access to a variety of learner-led technologies where pupils and students take ownership as appropriate.

Within this facilitated learning environment, Information and Communication Technology (ICT) would support the teacher to:

- Ensure all pupils and students are actively and imaginatively engaged in their learning, using a variety of ICT resources and pedagogical styles to achieve planned and mutually agreed learning outcomes
- Promote independent and personalised learning

We recognise that pupils have ICT capabilities and skills from beyond the classroom, which can be creatively harnessed to transform learning, with the intention of offering industry recognised qualifications.

THERAPEUTIC SUPPORT

A significant proportion of pupils who attend the school would be required to engage with a programme of therapeutic support, to include access to speech and language therapy, occupational therapy, counselling support, music and drama therapies, and behaviour therapies, as well as intensive therapeutic support, advice and guidance for families.

WORKING WITH PARENTS/CARERS

We would work closely with our families so they feel very much involved in their child's development and are able to continue the support outside of school. To help with this, our pre- and post-school enrichment arrangements would include time for parents and carers to be actively involved with their children, as well as working collaboratively on home-school strategies to promote wellbeing and 'wraparound' learning.

SCHOOL DAY

The school day would be from 9.00am to 3.15pm for pupils and students and comprise of six compulsory lessons per day, each lasting for 45 minutes, with breaks at suitable times for children of different ages. One of these periods per day would have a wider pastoral and enrichment focus to extend and support learning in a range of areas, including extra-curricular pathways.

ADMISSIONS

All children and young people accessing provision at the school must have an Education, Health and Care Plan (EHCP) naming the school, or be referred for the purposes of being assessed for an EHCP in accordance with the Children and Families Act 2014 (Section 34).

For a child to be admitted, the school must be named, by a local authority, in the child's education health and care plan (EHCP).

Parents wishing their child to benefit from our provision should ask their local authority to name our school in their child's EHCP.

Where a pupil's special educational needs are such that they are likely to need specialist provision not normally available in a mainstream school, then consideration may be given to a special school placement. The school would consider applications for children and young people whose primary need is autism and whose needs require specialist schooling. Each application would be considered on the following indicators:

- The pupil's main presenting special educational need is autism
- Delayed speech development
- Social interaction difficulties leading to social isolation
- Impulsive and unpredictable behaviour which puts other children and young people, staff and peers at risk
- Extreme over-reactions to everyday problems
- Learning needs as a result of or in addition to autism which impact on the development of the child

TELL US WHAT YOU THINK

When you have read this consultation document, please take a few moments to fill in the enclosed questionnaire and send it back to us. Postage has been pre-paid.

If you prefer, you can download the consultation document and access the questionnaire online at www.addingtonvalley.org

The consultation period will run from Wednesday 8th May 2019 to Tuesday 25th June 2019.

We encourage you to come along to one of our public meetings so you can hear more about our plans, meet the school leaders involved, ask questions and make suggestions.

The public meetings will be held at The Timebridge Community Centre, Fieldway, New Addington, Croydon CR0 9AZ on:

- Tuesday 11th June from 6pm to 8pm and
- Wednesday 12th June from 9.30am to 11.30am

CONSULTATION QUESTIONNAIRE

Please complete the questionnaire and return it to us by 5pm on Tuesday 25th June 2019.

Do you have a child that might attend the new school? **Yes / No**

| Question | Yes or No | Comment/reason for your view |
|---|-----------|------------------------------|
| Are you in favour of the proposed new special school? | | |
| Do you support the aims and ethos of the new school, which we have described in this document? | | |
| Do you agree that Orchard Hill College Academy Trust should enter into a Funding Agreement* with the Secretary of State to open and run Addington Valley Academy? (*This is a critical step required for the school to open.) | | |
| Do you support our proposed admissions arrangements? | | |
| Additional comments on the proposal outlined in this document. | | |

It would be helpful if you would indicate which of the following apply to you

- Resident in immediate vicinity of the school site
- Resident of Croydon
- The parent of a child who would join the new school in September 2020
- Member of staff or governor of a local school
- Member of a local community group
- Employee of a local employer

Please provide your email address below if you would like to be updated when there is important news about the school*

* We will only collect and store your details for the objective of sharing progress updates with you about the new school.

2



Freepost RUAG-ETBY-JEKB
Addington Valley Academy Consultation
Orchard Hill College & Academy Trust
Quadrant House
The Quadrant
Brighton Road
SUTTON
SM2 5AS

Appendix B: Online Questionnaire



Addington Valley Academy Consultation Questionnaire

* 1. Are you in favour of the proposed new special school?

- Yes
- No

* 2. Comment/reason for your view

* 3. Do you support the aims and ethos of the new school?

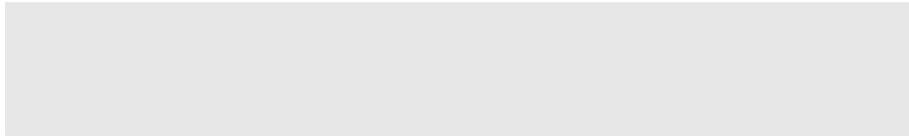
- Yes
- No

* 4. Comment/reason for your view

* 5. Do you agree that Orchard Hill College Academy Trust should enter into a Funding Agreement* with the Secretary of State to open and run Addington Valley Academy? (*This is a critical step required for the school to open.)

- Yes
- No

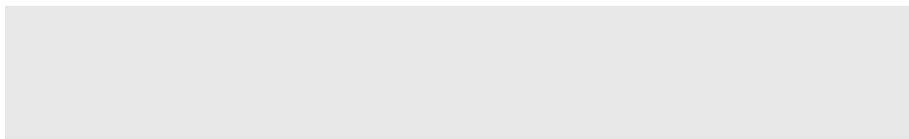
* 6. Comment/reason for your view



* 7. Do you support our proposed admissions arrangements?

- Yes
- No

* 8. Comment/reason for your view



* 9. Please note any additional comments below:



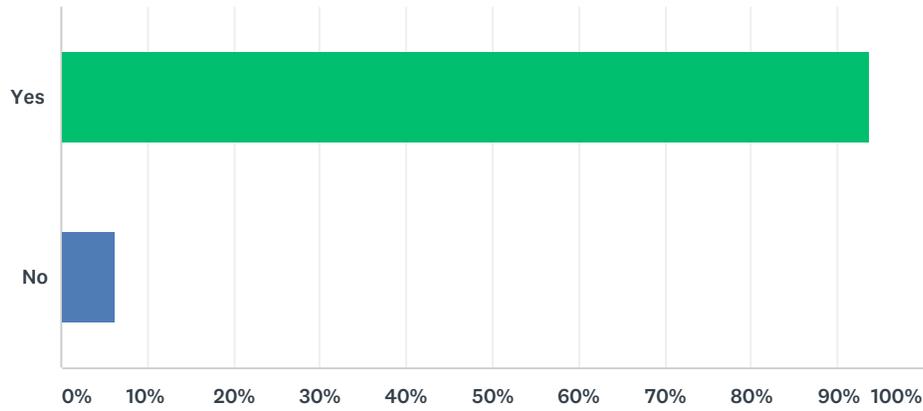
* 10. It would be helpful if you would indicate which of the following apply to you:

- Resident in immediate vicinity of the school site
- Resident of Croydon
- The parent of a child who would join the new school in September 2020
- Member of staff or governor of a local school
- Member of a local community group
- Employee of a local employer

Appendix C: Online Survey Results

Q1 Are you in favour of the proposed new special school?

Answered: 16 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 93.75% | 15 |
| No | 6.25% | 1 |
| TOTAL | | 16 |

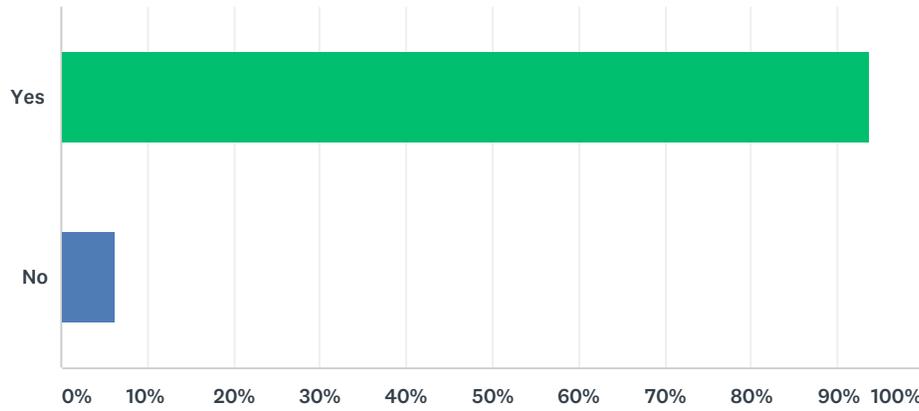
Q2 Comment/reason for your view

Answered: 14 Skipped: 2

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | there is a very big demand for for specialist educational services | 6/22/2019 7:54 PM |
| 2 | I am a parent of an Autistic child who has complex needs. Croydon lacks a special secondary school in the south of the borough and the nearby primary school is about to undergo yet another expansion. There are also no specialist Autism schools in the borough, despite that being the primary diagnosis for the majority of pupils in the borough's primary school for children with SLD. | 6/21/2019 7:34 PM |
| 3 | Not enough secondary provision for autistic kids in the Borough | 6/11/2019 6:26 PM |
| 4 | There is an urgent need for more specialist school places in croydon especially for secondary school age children . Croydon also lacks educational places for autistic children who have more severe needs, especially for 11 years Ola and above | 6/11/2019 6:07 PM |
| 5 | More provision is needed in Croydon for children with autism | 6/11/2019 8:06 AM |
| 6 | More accessible specialist provision needed in the Croydon borough for children with autism | 6/10/2019 1:13 PM |
| 7 | I have an Autistic son and feel that whilst he is no in yr11 such a provision would have been best suited for him. | 6/3/2019 12:13 PM |
| 8 | It seems that the incidence of autism is increasing exponentially in our society. Just read an article that 1 in 10 children in the US in 2020 are autistic and they do not know why there has been such an increase. In 2004 it was 1 in 168 children. | 6/2/2019 4:50 PM |
| 9 | there is a need in Croydon for an additional special school | 5/29/2019 3:38 PM |
| 10 | The current schools are over subscribed and new provision is required. | 5/20/2019 2:45 PM |
| 11 | There is a need to provide specialist support for individuals with autism in the borough | 5/19/2019 9:26 AM |
| 12 | Meet a real need | 5/17/2019 5:59 PM |
| 13 | The area is in huge demand for educational facilities and the wealth of ancillary benefits this brings to the area. | 5/17/2019 5:34 PM |
| 14 | It's in the wrong place, will have a detrimental effect on travel in the area, it's not needed as St. Andrews is under subscribed. | 5/10/2019 5:48 PM |

Q3 Do you support the aims and ethos of the new school?

Answered: 16 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 93.75% | 15 |
| No | 6.25% | 1 |
| TOTAL | | 16 |

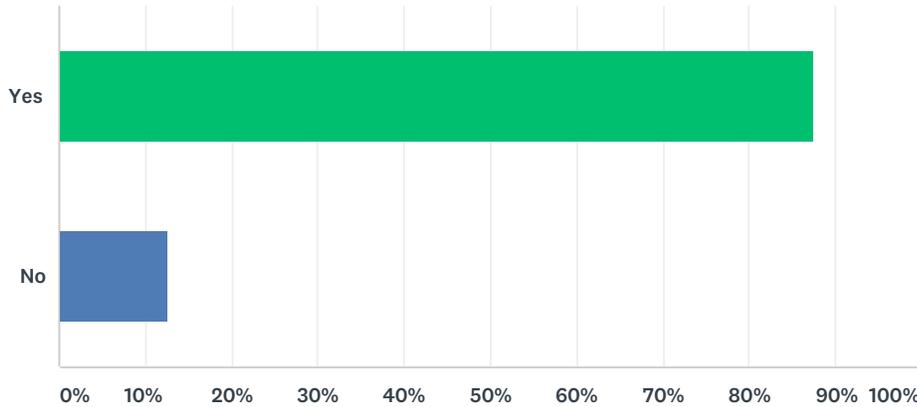
Q4 Comment/reason for your view

Answered: 14 Skipped: 2

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | n/a | 6/22/2019 7:54 PM |
| 2 | The consultation leaflet suggests that the Academy Trust has a positive understanding of the learning challenges faced by my son and also of the importance of addressing the skills and behaviours that will be instrumental to his development as a member of the wider community. The fact that environmental and design matters are being considered is also something I value. | 6/21/2019 7:34 PM |
| 3 | Ethos is driven from their experience and expertise in this field | 6/11/2019 6:26 PM |
| 4 | They seem to be saying all the right things in writing . Whether they can provide it depends on the investment in the building but especially quality of staff | 6/11/2019 6:07 PM |
| 5 | I support working in partnership with the community and parents. | 6/11/2019 8:06 AM |
| 6 | Specific provision for children with autism and cure focuses on their needs to have full access to the curriculum | 6/10/2019 1:13 PM |
| 7 | They are strong and powerful ethos' that are a must that not only school but the environment we live in needs to adopt to enable there to be real "equality of opportunity and respect to all" | 6/3/2019 12:13 PM |
| 8 | Hopefully intensive study will be given to the condition including blood tests. It apparently has been noted that children with autism, after a blood test, have higher levels of a particular protein but more research is needed | 6/2/2019 4:50 PM |
| 9 | they appear to have a good support system for the pupils that will attend | 5/29/2019 3:38 PM |
| 10 | I do not believe this should only be for children with Autism as this narrows the admissions and does not meet the wider needs of the children in the borough | 5/20/2019 2:45 PM |
| 11 | The need is there, but consideration needs to be given to long term planning. There is no information regarding their journey, outcomes and life Post 19. | 5/19/2019 9:26 AM |
| 12 | Inclusive and focused on the young people attending | 5/17/2019 5:59 PM |
| 13 | The design proposal has been meticulously thought out and the scope of the project has had the educational facility in mind from the start. | 5/17/2019 5:34 PM |
| 14 | Any improvement to Croydon's education system is welcome. | 5/10/2019 5:48 PM |

Q5 Do you agree that Orchard Hill College Academy Trust should enter into a Funding Agreement* with the Secretary of State to open and run Addington Valley Academy? (*This is a critical step required for the school to open.)

Answered: 16 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 87.50% | 14 |
| No | 12.50% | 2 |
| TOTAL | | 16 |

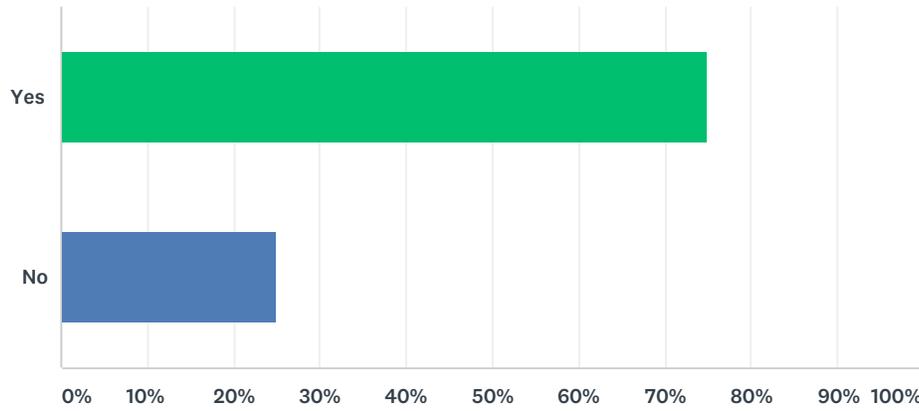
Q6 Comment/reason for your view

Answered: 14 Skipped: 2

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | as stated above- this is needed for school to open | 6/22/2019 7:54 PM |
| 2 | See previous answer | 6/21/2019 7:34 PM |
| 3 | Good setup with relevant expertise gained via similar schools | 6/11/2019 6:26 PM |
| 4 | As I said there is an urgent need for special school places In croydon especially on this side of the borough. Travelling to the other side of the borough with croydon traffic is difficult for children with special needs to travel to the current schools available . I would however emphasise that providing more secondary places rather than primary would mean children who are leaving primary schools have somewhere appropriate to go. What will eventually happen with this school is that pupils entering at reception will likely stay till 16 plus and so there will be no places for children looking for secondary school places after attending the many local primary special needs school. | 6/11/2019 6:07 PM |
| 5 | Im not well informed about the financial arrangement but Involved should do what they think best. | 6/11/2019 8:06 AM |
| 6 | As without the funding the school may not have the support to go ahead | 6/10/2019 1:13 PM |
| 7 | j | 6/3/2019 12:13 PM |
| 8 | I would like to see that there are audited accounts for the Academy and that there is an independent finance committee. Financial misdemeanours have been found in a number of Academies. | 6/2/2019 4:50 PM |
| 9 | none | 5/29/2019 3:38 PM |
| 10 | I do not believe Orchard Hill College Academy Trust are the best organisation to run the school. | 5/20/2019 2:45 PM |
| 11 | It is a much needed resource | 5/19/2019 9:26 AM |
| 12 | Real need in the borough | 5/17/2019 5:59 PM |
| 13 | This will help facilitate its opening. | 5/17/2019 5:34 PM |
| 14 | It's not needed, use existing premises! | 5/10/2019 5:48 PM |

Q7 Do you support our proposed admissions arrangements?

Answered: 16 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Yes | 75.00% | 12 |
| No | 25.00% | 4 |
| TOTAL | | 16 |

Q8 Comment/reason for your view

Answered: 14 Skipped: 2

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | seem sensible. | 6/22/2019 7:54 PM |
| 2 | The admissions profile indicates that the Academy Trust has a good understanding of the challenges faced by children with Autism and SLD. | 6/21/2019 7:34 PM |
| 3 | Current process seems appropriate but will evolve over time | 6/11/2019 6:26 PM |
| 4 | We need an autism specific school as there is none in Croydon. Children with more severe needs and EHCP means that only those who are appropriate for the school will be selected | 6/11/2019 6:07 PM |
| 5 | Again, I'm not interested in the details of this. Any extra specialist places for autistic children are a good thing | 6/11/2019 8:06 AM |
| 6 | EHCP's are crucial to secure the extra funding a child may need however with the current climate trying to get through the first hurdle of the EHCP process is diabolical, and some kids will merely miss out on a place at the school who have a diagnosis but can't secure a place because they don't have an EHCP | 6/10/2019 1:13 PM |
| 7 | Whilst I think it would be ideal for non EHCP students to apply there is a specific enough requirement which is clearly a great need for and specialised support | 6/3/2019 12:13 PM |
| 8 | Is the demand so high in the London Borough of Croydon? Do you have data on that demand? | 6/2/2019 4:50 PM |
| 9 | none | 5/29/2019 3:38 PM |
| 10 | This should be more than just for children with Autism | 5/20/2019 2:45 PM |
| 11 | I can see no detailed information regarding admissions. Will all children be required to have an EHC Plan? If not, will priority be given to those outside of the borough with a Plan? | 5/19/2019 9:26 AM |
| 12 | Provides a specialised school for those that need it | 5/17/2019 5:59 PM |
| 13 | Same as above. | 5/17/2019 5:34 PM |
| 14 | You haven't researched enough. | 5/10/2019 5:48 PM |

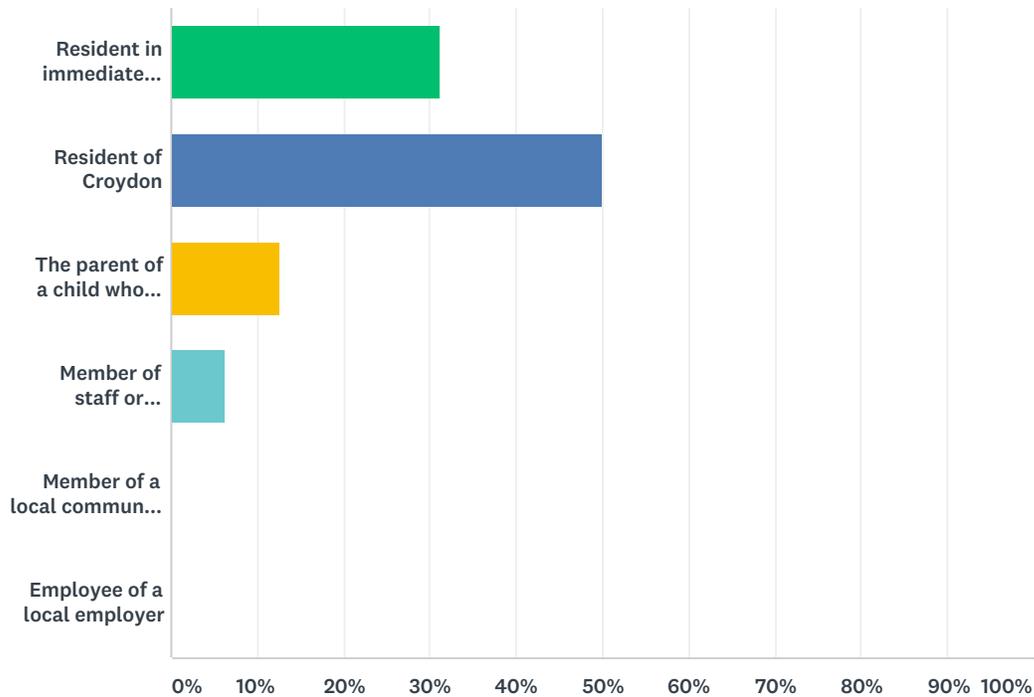
Q9 Please note any additional comments below:

Answered: 14 Skipped: 2

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Orchard Hill College get great Ofsted reports so seems good that they should expand | 6/22/2019 7:54 PM |
| 2 | I am not happy with the statement that staff will be 'trained in Autism before the school opens' without there also being staff who are already very well trained AND experienced in teaching and/or supporting Autistic learners AND have a proven track record of being successful. How would you like to get brain surgery from a hospital full of general surgeons who had had a bit of specialist training before operating on you?! | 6/21/2019 7:34 PM |
| 3 | This is an urgent demand for this type of schooling catering for autistic children at secondary level - this investment now will save costs in the future as they become adults and independent | 6/11/2019 6:26 PM |
| 4 | We need information ! If we want our child to start in September 2020 we need concrete information about the school so we can make this decision . And also clear information about how to go about organising this . Google searches have not been helpful , we're only hearing rumours | 6/11/2019 6:07 PM |
| 5 | I'm a parent of a child with high functioning autism who lives and has been educated in Croydon. He has been very lucky and had excellent SEN support from age 3. Now he's 17 and is applying to university to study Biological Science. This is a fantastic success story that would not have been possible without all the support he's had. We need to make this available to all the children who can benefit from it, whatever their level. | 6/11/2019 8:06 AM |
| 6 | Hopefully more specialist provisions will be provided in the future | 6/10/2019 1:13 PM |
| 7 | N/a | 6/3/2019 12:13 PM |
| 8 | It seems to me that the issue of increased autism amongst our young people is becoming a crisis along with those children suffering from increased allergies. Something is going wrong in our society and very urgent research needs to be carried out along with the necessary funding to enable research. | 6/2/2019 4:50 PM |
| 9 | the only problem I can see with the sighting of the school on this site will be traffic problems the access is restricted to one road onto the estate which will lead to traffic management issues | 5/29/2019 3:38 PM |
| 10 | I think the remit needs to be clarified with a wider student group than just Autism. | 5/20/2019 2:45 PM |
| 11 | N/A | 5/19/2019 9:26 AM |
| 12 | School needs to have strong links with local community including community use of school facilities when not being used by the school | 5/17/2019 5:59 PM |
| 13 | N/A | 5/17/2019 5:34 PM |
| 14 | This will be great for the area to have some much needed redevelopment. Also create new jobs for the local area | 5/9/2019 2:20 PM |

Q10 It would be helpful if you would indicate which of the following apply to you:

Answered: 16 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|---|-----------|-----------|
| Resident in immediate vicinity of the school site | 31.25% | 5 |
| Resident of Croydon | 50.00% | 8 |
| The parent of a child who would join the new school in September 2020 | 12.50% | 2 |
| Member of staff or governor of a local school | 6.25% | 1 |
| Member of a local community group | 0.00% | 0 |
| Employee of a local employer | 0.00% | 0 |
| TOTAL | | 16 |