



Maplewell Hall School

Consultation survey results

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Leicestershire County Council

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Key findings

- In total, 252 responses were received. The majority (215) completed the survey online, with the remainder returning a paper response (37).
- Responses to demographic questions indicate that the majority of respondents were aged between 25 and 54 and of White ethnicity. Results also indicate a higher proportion of females than males responded to the survey and a notable proportion of respondents identified themselves as a parent or carer of a young person aged 17 or under. The majority of respondents who provided a valid postcode were from the Borough of Charnwood.
- Most people who completed the survey were responding as members of the public (89) or parents/carers of a child attending the school (63).
- The majority of respondents (94%) indicated that they ‘strongly disagree’ with the proposal.
- When asked to provide comments for the answer to Q2 regarding agreement / disagreement with the proposal, many respondents highlighted positive benefits of the residential provision or concern about the impact of the proposal, the most frequently occurring themes being:
 - Benefit of or potential impact on independent living skills / life skills.
 - General positive comment re. benefit of provision
 - Benefit of or potential impact on social skills and opportunities to socialise
 - Benefit of or impact on family support / respite
- In response to Q3, 72% indicated that the proposal would have a ‘very negative impact’ and 14% indicated that the proposal would have a ‘somewhat negative impact.’ All but one of the 63 responses from parents or carers of children attending the school indicated that the proposal would have either a ‘very’ or ‘somewhat’ negative impact.
- When asked to provide comments for the answer to Q3 regarding impact, the most frequent recurring themes were:
 - Benefit of or impact on confidence / other skills (including independence)
 - Benefit of or potential impact on family support / respite
 - Benefit of or potential impact on social skills and opportunities to socialise
 - Concern re. general negative impact of proposal
- Question 4 asked respondents what could be done to support families and pupils and reduce any negative impacts. In response to this question, the majority of comments reflected the view that the residential provision should be kept open and not closed. Some specific suggestions were referenced amongst the responses, including:

<ul style="list-style-type: none"> ○ Provide a comparable/residential alternative ○ Reduce or change existing scope of provision ○ Generate income or charge 	<ul style="list-style-type: none"> ○ Provide after-school activities ○ Communicate plans and/or talk to those affected
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- Question 5 asked respondents if they had any further comments and the most often referenced theme in response to this question related to general opposition or disagreement with the proposal. A number of respondents also took the opportunity to reiterate the positive benefits of the residential provision.

Background

Maplewell Hall School, built in 1857 and located in Woodhouse Eaves, currently has capacity for 195 pupils with special educational needs and disabilities (SEND), in addition to a residential facility with a maximum nightly capacity of 24 pupils. The school is maintained by Leicestershire County Council.

The school caters predominantly for pupils with moderate learning difficulties. There are 183 pupils enrolled in the school, including 20 pupils with a designated Autism Spectrum Disorder.

Figures provided by the school indicate that the use of the residential facility is up to 24 students per night Monday to Thursday, with each pupil having on average 12-14 nights' attendance per school year.

The proposal is to close the residential facility from September 2018. This would enable a phased closure over several months, allowing sufficient time to work with any pupils/families affected by the closure to put alternative support in place if considered necessary after a social care assessment.

Discussions have commenced with the school about:

- The removal of funding from September 2018.
- Any necessary support for families/pupils as a consequence of this.
- The process to be followed if the proposal is to go ahead.

Overview of the process

The consultation ran from 18 September until 29 October, with background information and a questionnaire being available online (and hard copies on request/ available at events).

Two events, aimed at parents, were held at the school as a chance for the council to hear the views of those affected. Approximately 125 parents attended the two meetings at the school. A student council meeting also engaged 15 pupils in the process.

Communications and media activity

Our key audience for any communication were parents of children at the school. Background information was added to the council's 'Have your say' pages, and all other communication was sent direct to those affected (parents at the school) by the school themselves. Throughout the consultation, the council also took part in TV and radio interviews, and provided statements for print media. The key messages included encouraging people to give their views. The council's lead member for Children and family services did several interviews throughout this period.

The survey was published online and a printed (offline) version was also made available. A freepost return address was provided for completed surveys to encourage responses.

Questions

The survey asked for views from parents/carers and other members of the public on how the proposal may affect them, including to what extent they agree with the proposal, how the proposal would impact them and what could be done to support families and pupils and reduce any negative impacts.

The questionnaire also included a range of demographic questions, namely: gender, gender identity at birth, age, disability, ethnicity, religion, sexual orientation, postcode, whether the respondents are parents or carers of a young person aged 17 or under (also by age of children), whether the respondents are parents or carers of a person aged 18 or over, whether the respondents are council employees. See Appendix 1 for the full questionnaire.

Analysis methodology

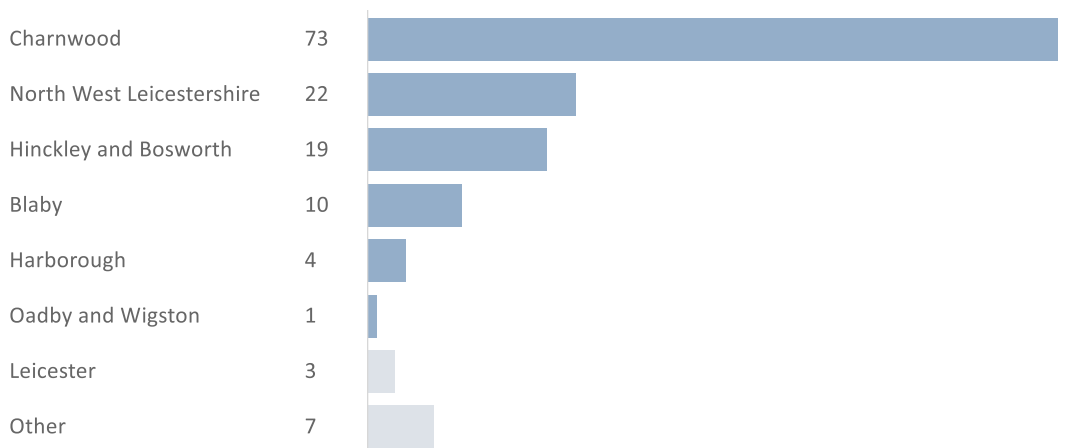
Graphs and tables have been used to assist explanation and analysis. Question results have been reported based on those who provided a valid response, i.e. taking out the 'don't know' responses and no replies.

Demographic analysis

The questionnaire included a range of demographic questions. The demographic profile of those responding to the survey is reported in Appendix 2. Responses indicate that the majority of respondents were aged between 25 and 54 and of White ethnicity. The tables in Appendix 2 also indicate a higher proportion of females than males responded to the survey. A notable proportion of respondents (123) also identified themselves as a parent or carer of a young person aged 17 or under. 139 respondents provided a valid postcode and as chart 1 shows, the majority of respondents (73) were from the Borough of Charnwood.

Chart 1 – District location of respondent

(based on 139 valid responses to Q9)



Analysis of open-ended comments

The survey contained four open-ended questions. 779 comments were coded from the responses to these questions. For the purpose of analysis, coding frames were devised for each of the questions. All of the comments were read and coded by analysts. Children and Families Services will be given all comments in full for further consideration.

Results

During the consultation period, 252 people responded to the survey. The majority (215) took part by completing an online survey, with the remainder returning a paper response (37).

Respondent profile

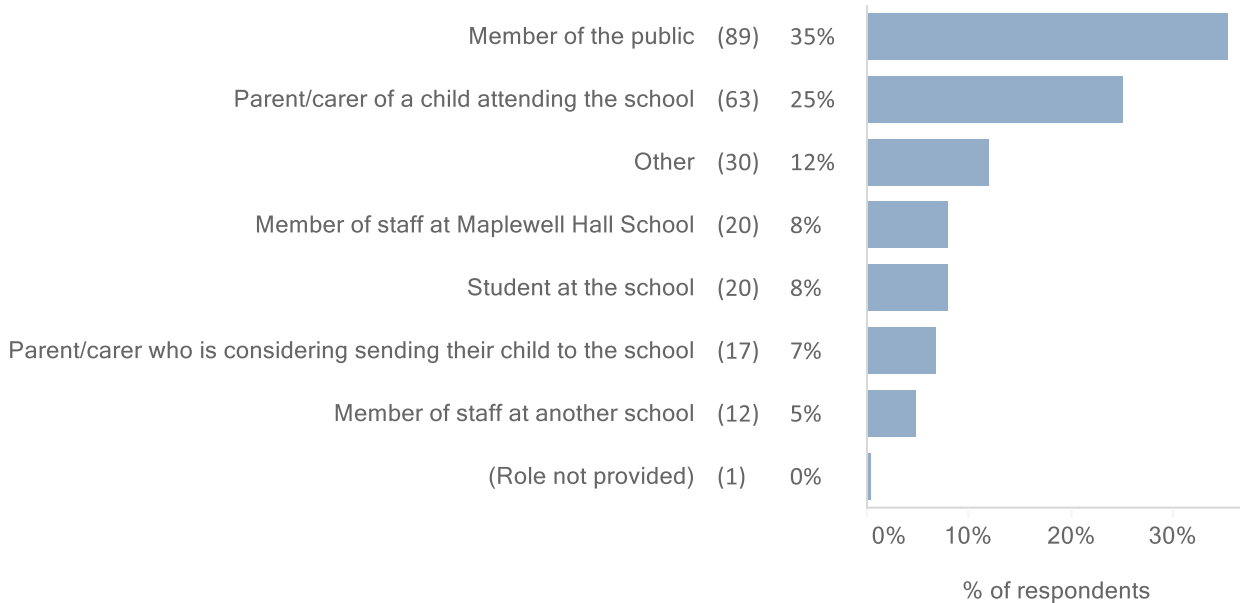
A full respondent profile can be found in Appendix 2.

Question 1 - Role

Respondents were asked in what capacity they were responding to the survey. Chart 2 below shows the breakdown. It shows that most people who completed the survey were responding as members of the public or parents/carers of a child attending the school. As Chart 2 illustrates, a number of responses were from members of staff at Maplewell Hall School and students. Other roles provided included other family members, family friends, ex-staff and parents of ex-students.

Chart 2 - Role in which responding (Q1)

(Base: 252)

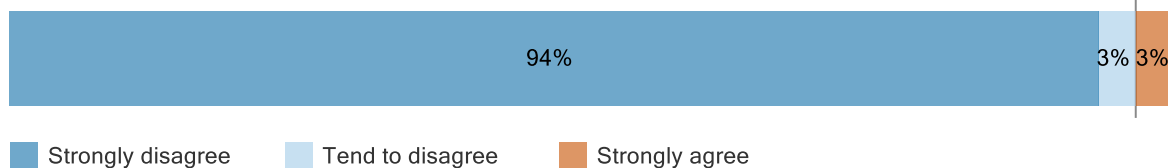


Question 2 - Extent of agreement / disagreement with the proposal

Respondents were asked to what extent they agreed or disagreed with the proposal to close the residential facilities at Maplewell Hall School. Chart 3 shows that 235 respondents (94%) selected ‘strongly disagree’ and a further 8 responses (3%) selected ‘tend to disagree’ in response to this question.

Chart 3 –Extent of agreement / disagreement with the proposal (Q2)

(Base: 251)



The results show 8 respondents indicated that they ‘strongly agree’ with the proposal. However the free text comments in response to the subsequent question (Q2a – why do you say this?) for 6 of the 8 respondents who selected ‘strongly agree’ indicate that caution should be taken when interpreting the ‘strongly agree’ responses. Extracts from the open comments for those who selected ‘strongly agree’ are provided below to illustrate (7 out of these 8 respondents replied to Q2a):

Extracts of responses to Q2a for the respondents who selected ‘strongly agree’ to Q2

“The benefits of the residential part of the school are far too easily overlooked and understated when attempting to justify funding. Those benefits of the residential side are far-reaching and cost effective at avoiding life crises later.”

“It’s incomprehensible that this valuable life line for students and parents/carers is potentially closing. As a member of staff at Maplewell I can see the direct impact that residential has on the academic and social progress of these students.”

“The cost is too much for the benefit of so few.”

“Residential at MH provides an essential facility for children with disabilities....”

“Whilst it is claimed no children have a need for residential care in their EHCP, this IS NOT THE CASE as my child’s plan....includes, amongst other things, that the following MUST BE PROVIDED (due to communication/interaction difficulties)....”

“Facilities like these are hard to come by when you have a child with special needs what else would they have? where else would they go. Residential helps with their independence and social skills which are a big impact on their everyday life...”

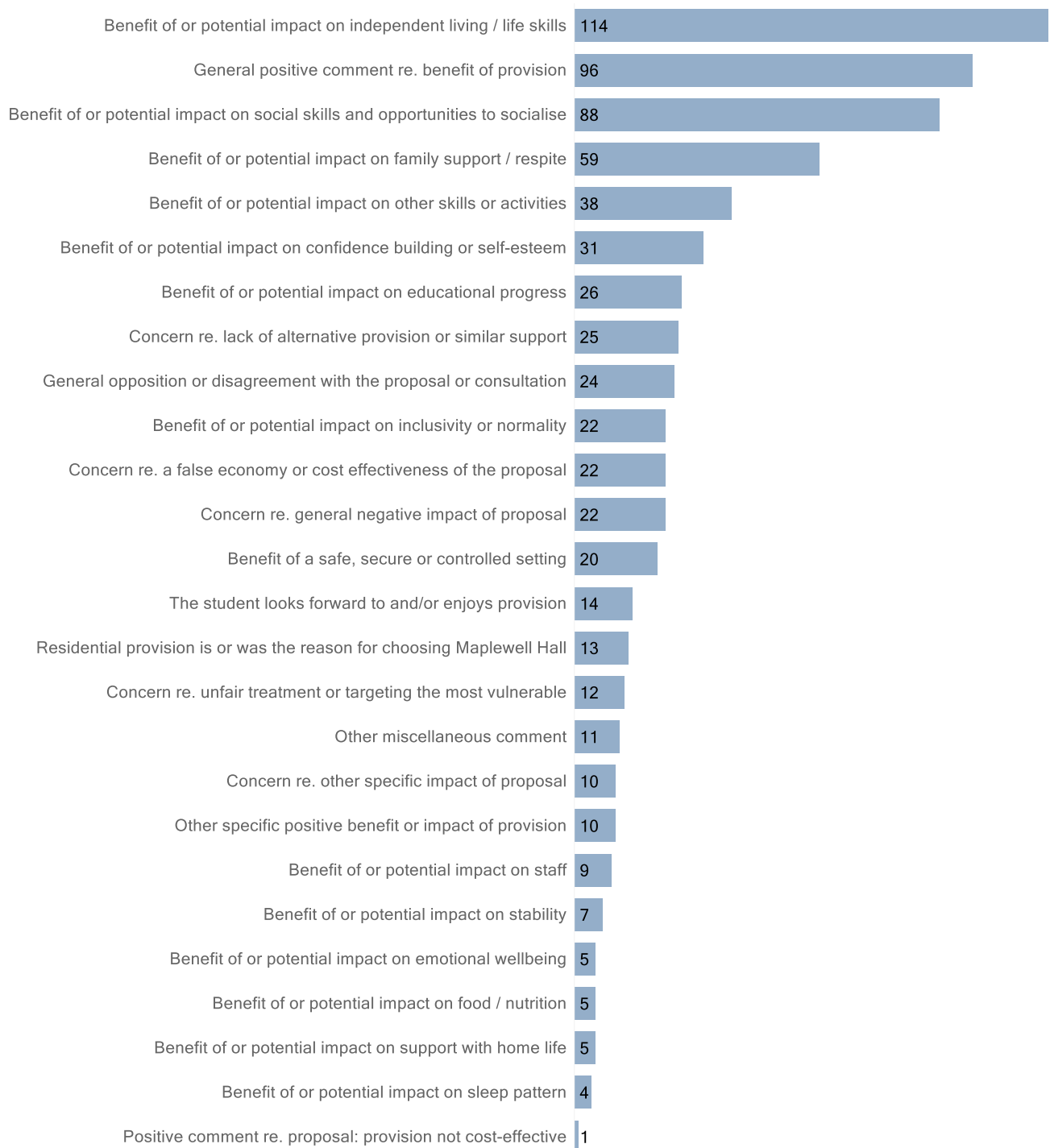
“...this is too important for our children and their future - Maplewell and all specialist provision schools must be unique and cater to different needs. There are things at other schools we don’t have. No two kids needs are the same...”

Question 2a – Open comments

Respondents were asked to provide comments for their answer to Q2, 224 respondents provided a response to this question. Chart 4 shows the results for the 26 codes assigned to these responses. Many individual responses referenced several points and were therefore assigned more than one code. For example, phrases that make up the following response were assigned seven separate codes:

“My Daughter enjoys residential at maplewell. Residential is in most cases the only respite they and yourself get. The students feel safe and and are happy to stay away from home when other times won’t. Which is why it is mostly the only time they stay away from home. They are taught life skills they interact with others learn how to interact social. It plays a big part in their lives . The school residential helped my daughter with her anxiety to be away from home.mental health and well being is more important than money which in this case proposing to close it will have a big impact on our children who attend. All LCC look at is money and not the well being and mentle health conditions that residentl stay helps with. Find cut backs somewhere else and keep maplewells residential open.”

Chart 4 – Open comments (Q2a)



Many respondents highlighted positive benefits of the residential provision or concern about the impact of the proposal on specific benefits. Chart 4 shows that the most frequently referenced benefit relates to independent living skills or life skills, with 114 comments.

Reference to the general positive benefits or value of the residential provision was the second most referenced theme, made by 96 respondents. These comments did not necessarily reference a specific benefit but rather highlighted the general value and positive impact of the residential provision.

Indicative comments:

"...It gives them the ability to learn independent living..."

"...This is a necessity to the school and the children it prepares for life. They learn things that cannot be taught in the home, easily like caring for themselves and making simple journeys, such as using the bus..."

"What the children benefit from residence is life skills and the ability to be more independent. Taking this away takes away the time they spend leaning to be independent and do things for themselves"

"...We learn lots of life skills and enjoy the educational side of things, we learn how to make beds, iron, work as a team, tie shoe laces, set the dinner table, good manners etc."

Benefits of residential provision for the development of social skills were referenced in 88 comments. This included the opportunity residential provision provides for socialising with friends that are geographically dispersed. Comments under this theme also include those which reference the challenge of social isolation for the students. This was also the most frequently referenced theme amongst responses received from students, with 12 out of the 20 survey responses from students highlighting the benefits of residential provision for the development of social skills.

Indicative comments:

"...Do you understand how hard it's as a parent to get your child to socialising, with children with the same interest and Quirks as them.... With the school offering residential stay makes it possible for the children to interact with their peers in more of a social environment..."

"...Residential setting at school give the children the opportunity to develop friendships and have new experiences outside of school hours instead of being isolated which is the reality for most children with special educational needs as they all live so far from each other."

"...AT HOME I CANT PLAY OUT BECAUSE I FIND IT HARD TO MAKE FRIENDS, IM STUCK IN THE HOUSE ALL EVENING, IN RESI I ENJOY PLAYING WITH FRIENDS."

59 respondents referenced the positive role that residential provision has in providing family support and respite. Many comments also referenced concern over the general lack of availability of respite elsewhere and highlighted the value not just for parents but for siblings.

Indicative comments:

"...Also for some of the families it offers a life line for parents and other siblings allowing parents time and a break from the constant demands and behaviour problems."

"Additionally it gives parents and siblings the opportunity for respite from children who often need a lot more support and attention."

Reference to other skills or activities represented another recurring theme amongst responses. Comments assigned to this theme included references to specific skills such as personal hygiene, swimming, cycling and opportunities to participate in other activities.

As chart 4 shows, other positive aspects of the provision that were highlighted include the staff, being in a safe or secure setting, and the impact on confidence.

Comments also reflected concerns, some expressing more general concern regarding the impact of the proposal whilst others made reference to specific concerns. Specific concerns raised included a lack of alternative support and the concern that removal of the provision would create further long term issues and costs.

Indicative comments:

"...Please do not close this service because there is a risk of future mental health issues and lack of independence which will mean even more money could be spent."

"It is a false economy - this is going to cost the tax payer far more than it saves in individual respite , in increases in direct payments , in costs of sheltered living because children haven't achieved independent living , and in benefits payments"

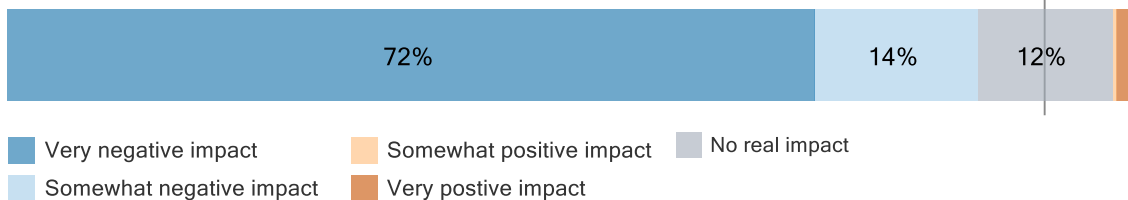
As indicated in chart 4, one comment was received which indicated support for the proposal.

Question 3 – Impact of the proposal

Respondents were asked what impact, if any, they thought that the proposal would have on them, their child and/or their family. Chart 5 shows that the majority of respondents (169) indicated that the proposal would have a ‘very negative impact’ and 34 (14%) indicated that the proposal would have a ‘somewhat negative impact.’

Chart 5 – Impact of the proposal (Q3)

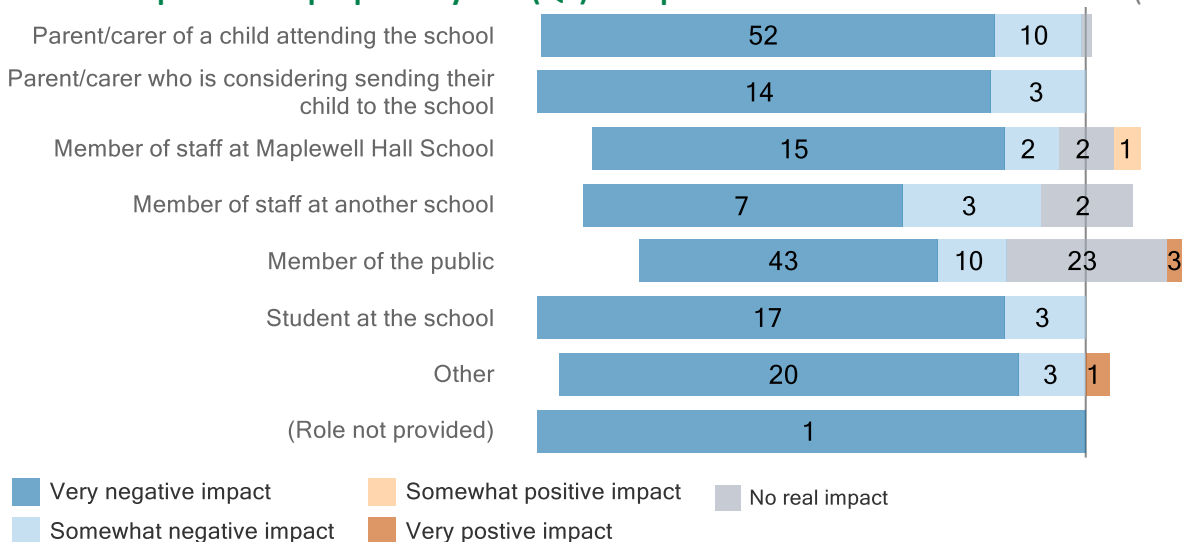
(Base: 236)



As chart 6 shows, analysis of responses by role indicates that the majority of those who indicated that the proposal would have ‘no real impact’ identified themselves as members of the public. Responses from parents or carers of children attending the school or who are considering sending their children to the school show that all but one response indicated that the proposal would have either a ‘very’ or ‘somewhat’ negative impact. All responses from students indicate that the proposal would have either a ‘very’ or ‘somewhat’ negative impact.

Chart 6 – Impact of the proposal by role (Q3) – response counts

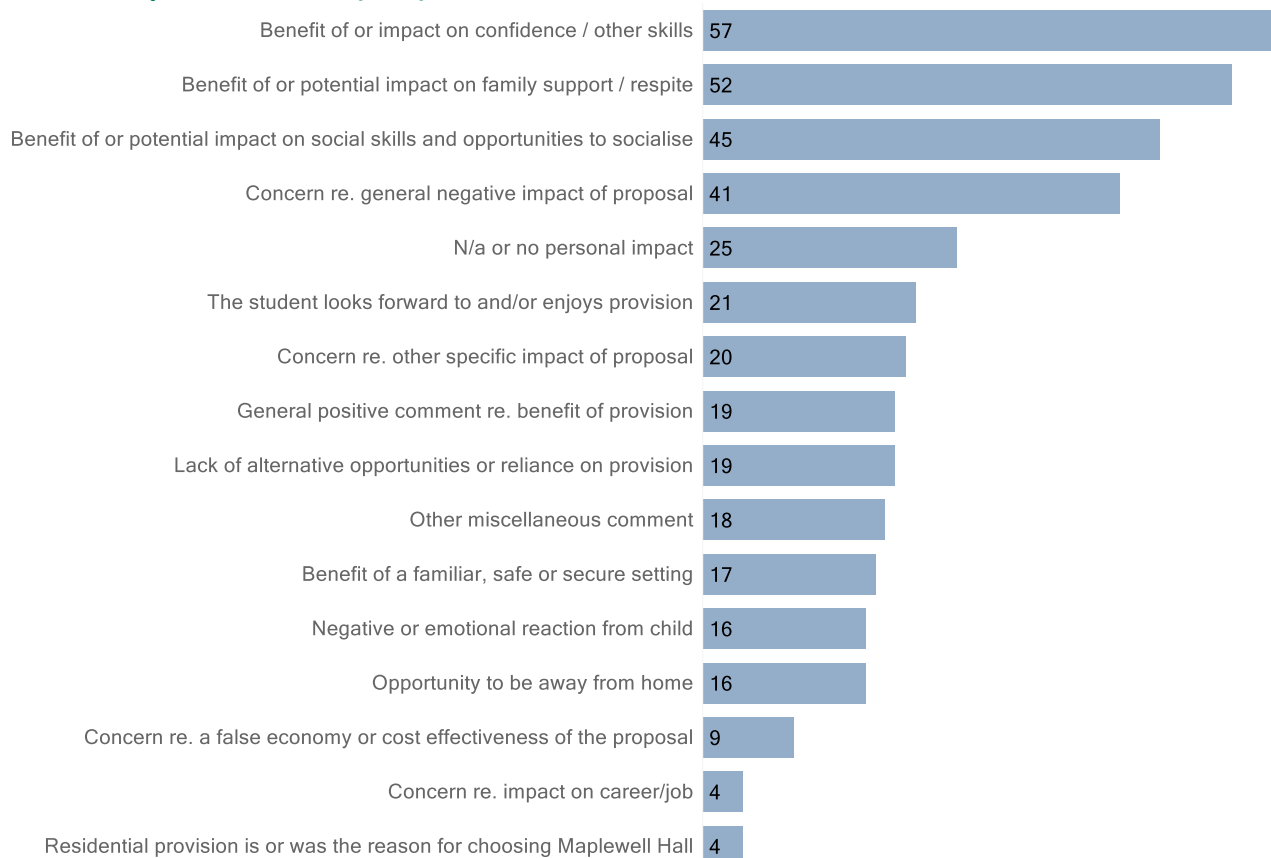
(Base: 236)



Question 3a – Open comments

Respondents were asked to provide comments for their answer to Q3, to which 187 respondents provided a comment. As chart 7 shows, some of the recurring themes mirror those from responses to the previous open comment question (Q2a).

Chart 7 – Open comments (Q3a)



Reference to confidence or other personal skills, particularly independence, received the most citations. Over half of the comments assigned to this theme were from parents or carers of a child attending the school or considering sending their child to the school. Confidence was often referenced alongside independence or independent living within the same comment.

Indicative comments:

“The skills learnt in a residential setting away from home develop independence, resilience, confidence and the ability to cope.”

“...Without the residential facilities my sibling would become more dependant on others and lose confidence in himself and his abilities.”

Family support or respite was the second most frequently referenced theme in response to this question, with many comments reflecting concern over the potential lack of respite.

Indicative comments:

“It would effect his family. Including the relationships his siblings have with their friends. It's a good opportunity for the siblings to have their friends over. Residential care is not used as a holiday home. It's also there to help the families live a calm ordinary life fir just a day a week.”

“...The family will also miss the respite they get and I think this will add even more pressure to the family.”

Many respondents referenced social skills in their comments, either as a specific benefit of the provision or a potential negative impact of the proposal. As in the references to this same theme for the previous question (Q2a), this included the opportunity residential provision provides for socialising with friends that are geographically dispersed.

Indicative comments:

“My son would not be able to socialise with his peers. All of his friends live far away from each other and as they struggle with leaving their home settings they would not be able to be together. They wouldn't have the opportunities of the activities that they participate in either. There is not the facilities or understanding for these children...”

“I had planned for my son to use this facility to improve his social skills and learn how to form friendships without me. I do not know how else this could be achieved.”

General expressions of the negative impact of the proposal were noted amongst 41 comments. Other recurring themes amongst the responses to this question include concern regarding the lack of alternative opportunities or reliance on the provision, appreciation of the opportunity for students to be away from home and an expressed or potential negative reaction from the child.

Question 4 - Support for families and pupils and reducing negative impacts

Respondents were asked what could be done to support families and pupils and reduce any negative impacts. This question received 220 responses and as chart 8 illustrates, the majority (159) reflected the view that the residential provision should be kept open and not closed. Some specific suggestions were referenced amongst the responses, including the provision of a

Indicative comments:

“Don't close the residential provision”

“Do not close Maplewell's residential facility”

“Rethink your decision”

comparable alternative, the need to communicate with those affected, generate income or charge for the provision, the provision of after-school activities and the suggestion to reduce or change the existing scope of the provision.

Indicative comments:

“Make sure parents / carers and pupils are fully informed and consulted throughout the process. Provide information to families about other possible activities available for pupils with special educational needs in the local area.”

“Provide residential respite for all pupils at a different site all together so they can socialise together the same as what is being stolen from them”

“...Have the Council looked at a reduction or ways to reduce costs of the service, have you considered whether parents and/or the school are willing to contribute additional sums of money on a regular payment plan...”

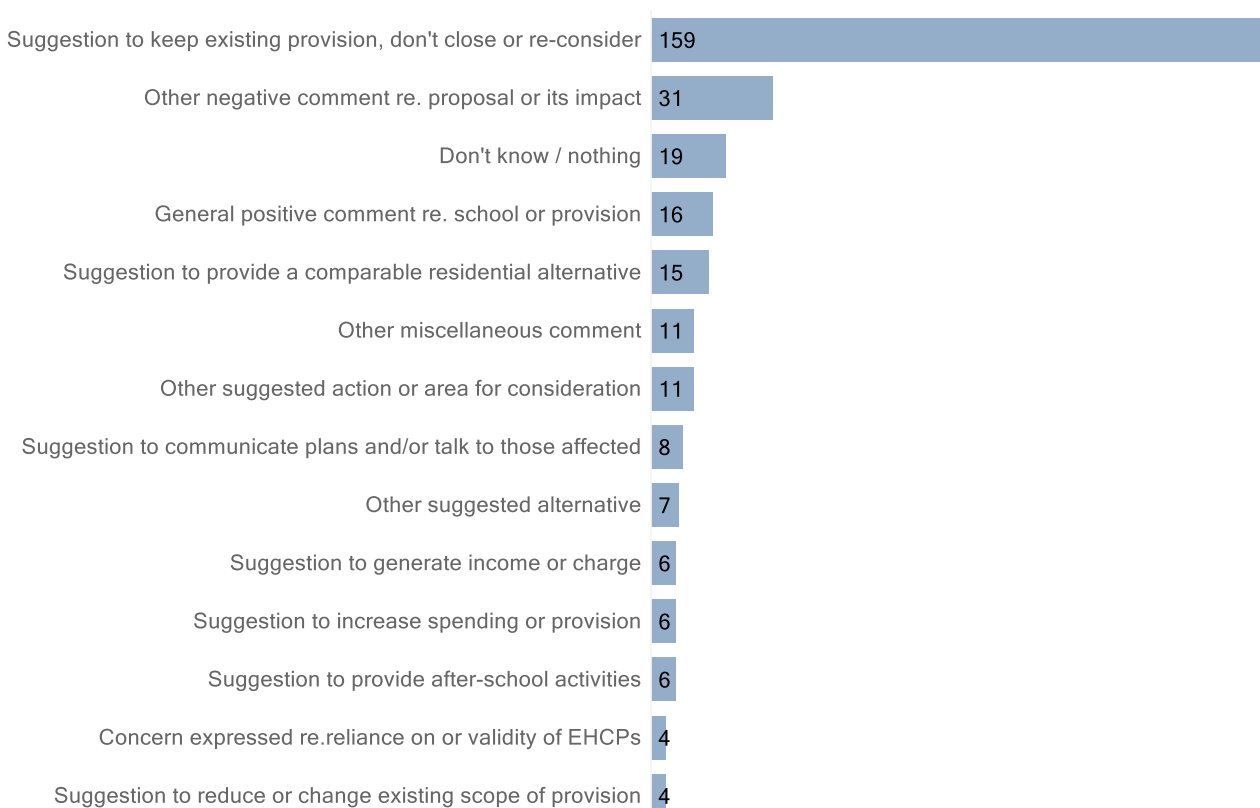
“Offer evening social sessions for children to mix with otheds”

“Keep it open on a smaller scale.”

As chart 8 indicates, 4 comments also raised concern regarding reliance on EHCPs.

Indicative comment:

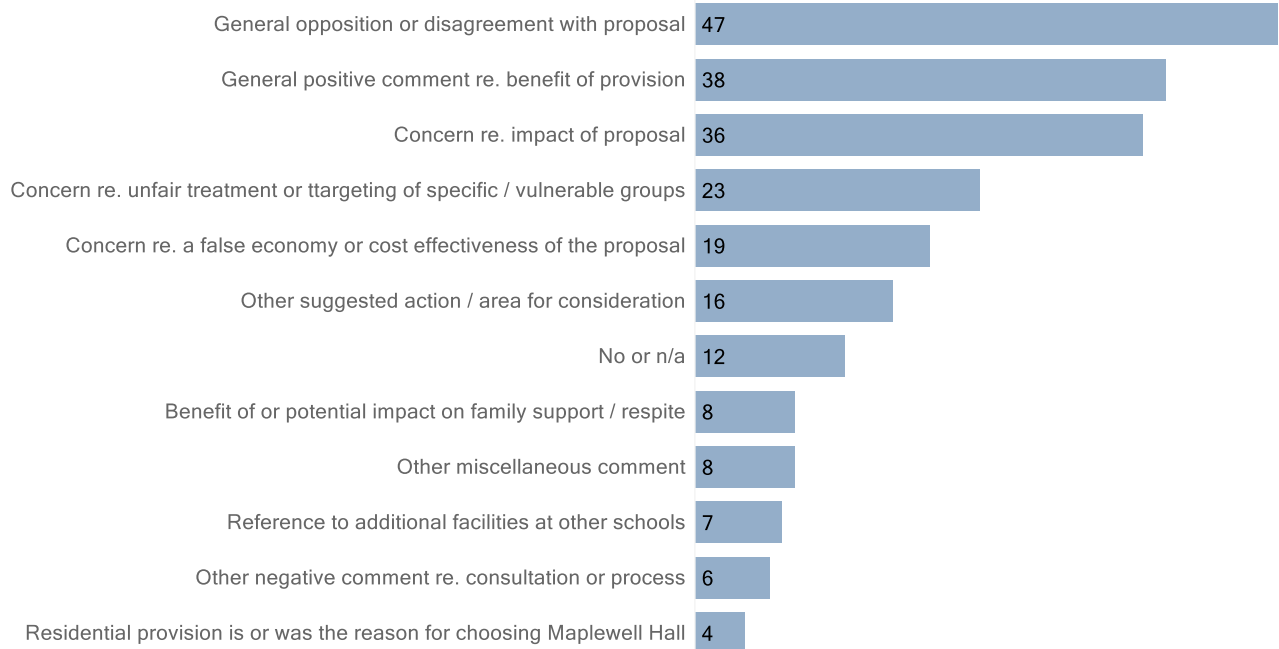
“...It may not be specifically mentioned in children's EHCP but it was the reason we chose the school and we would have mentioned for inclusion if we'd known the plan”

Chart 8 – Open comments (Q4)

Question 5 – Other comments

Respondents were asked if they had any other comments, which received 148 replies. Chart 9 shows the codes assigned to these comments.

Chart 9 – Open comments (Q5)



As chart 9 shows, the most frequently referenced theme in response to this question related to general opposition or disagreement with the proposal.

Indicative comments:

“Please don't close residential as I wouldn't be able to spend time with my friends and learn how to get along with people outside of school.”

“Please please try and find an alternative to save money than closing a facility that is clearly needed and that people feel very strongly about.”

“I think it's an outrage that this facility be closed purely because of funding without the consideration of those affected students with complex and crippling mental and learning difficulties”

A number of respondents also took the opportunity to reiterate the positive benefits of the residential provision and some common themes also featured in responses to Q2a, for example concern regarding unfair treatment or targeting of specific or vulnerable groups and concerns regarding cost effectiveness.

Indicative comments:

"Before I did residential I didn't know how to make my bed, cook simple meals and or hot drinks. The staff have supported me through some difficult times where it helped to be away from home."

"This is a extremely great school which will be highly recommended for children with additional needs. It's in a great setting and location. The teachers, ta's and staff are very knowledgeable in how the children can cope with certain and various settings. They have made a huge impact on us as a family."

"I know that budgets are being cut everywhere and finding money is becoming increasingly difficult but please don't let the weaker members of society suffer. Special needs children already miss out on so much and this gives them a chance to experience a normal life in a totally secure environment"

Concerns were also raised within the responses to this question, particularly concerns regarding the negative impact of the proposal.

Indicative comments:

"Austerity will pass but take this unique and outstanding residential provision away and it's gone forever - along with that chance for our kids to develop better futures. Surely there is a better way to save money than take it from those who were born with so many challenges in just living each day. The last word has to be from my son - "Please don't let them, I will cry"

"Some children will not get the required support outside of school from social care as currently the school picks the issues up where pupils are at risk."

Appendix 1: Questionnaire



Have your say on the proposed closure of residential facilities at Maplewell Hall School

Maplewell Hall School, built in 1857 and located in Woodhouse Eaves, currently has capacity for 195 pupils with special educational needs and disabilities (SEND), in addition to a maximum nightly capacity of 24 pupils residential facility. The school is maintained by Leicestershire County Council.

Leicestershire County Council, working with the governing body of Maplewell Hall School, is proposing to close the residential facility from September 2018. The proposal is for a phased closure over several months, allowing sufficient time to work with any pupils/families affected by the closure to put alternative support in place if considered necessary after a social care assessment.

Tell us how this might affect you. We are seeking views from parents/carers and other members of the public.

Please read the supporting information provided before completing the questionnaire.

Thank you for your assistance. Your views are important to us.

Please note: Your responses to the main part of the survey (Q1 to Q5, including your comments) may be released to the general public in full under the Freedom of Information Act 2000. Any responses to the questions in the 'About you' section of the questionnaire will be held securely and will not be subject to release under Freedom of Information legislation, nor passed on to any third party.

Q1 In what role are you responding to this consultation? Please select one option only.

- Parent/carer of a child attending the school
- Parent/carer who is considering sending their child to the school
- Member of the public
- Member of staff at Maplewell Hall School
- Member of staff at another school
- Other (please specify below)

Please specify 'other'

Q2 To what extent do you agree or disagree with the proposal to close the residential facilities at Maplewell Hall School?

Strongly agree

Tend to agree

Neither agree
nor disagree

Tend to disagree

Strongly
disagree

Don't know

Why do you say this?

Q3 What impact, if any, do you think the proposal would have on you, your child and/or your family?

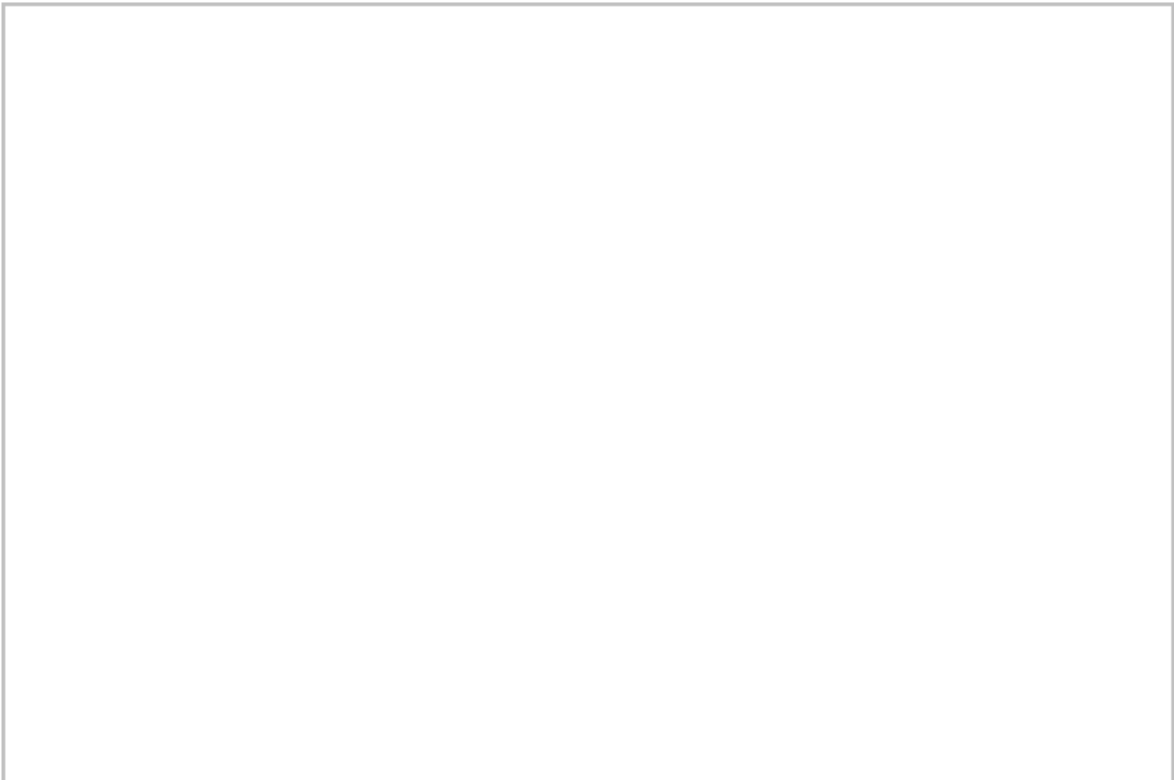
- Very negative impact
- Somewhat negative impact
- No real impact
- Somewhat positive impact
- Very positive impact
- Don't know

Why do you say this?

Q4 What could we do to support families and pupils and reduce any negative impacts?



Q5 Do you have any other comments?



Please complete the 'About you' section if you said you are a 'Parent/carer of a child attending the school', 'Parent/carer who is considering sending their child to the school', or 'Member of the public' in Q1. Otherwise, please skip to the end of the 'About you' section.

About you

Leicestershire County Council is committed to ensuring that its services, policies and practices are free from discrimination and prejudice and that they meet the needs of all sections of the community.

We would therefore be grateful if you would answer the questions below. You are under no obligation to provide the information requested, but it would help us greatly if you did.

Q6 What is your gender identity?

- Male
 Female
 Other (e.g. pangender, non-binary etc.)

Q7 Is your gender identity the same as the gender you were assigned at birth?

- Yes
 No

Q8 What was your age on your last birthday? (Please enter your age in numbers not words)

Q9 What is your full postcode?

This will allow us to see how far you live from the school. It will not identify your house.

Q10 Are you a parent or carer of a young person aged 17 or under?

- Yes
 No

Q11 If yes, what are the ages of the children in your care? Please tick all applicable

- 0-4 11-15
 5-10 16-17

Q12 Are you a carer of a person aged 18 or over?

- Yes
 No

Q13 Do you have a long-standing illness, disability or infirmity?

- Yes
 No

Q14 What is your ethnic group? Please tick one box only.

- White Black or Black British
 Mixed Other ethnic group
 Asian or Asian British

Q15 What is your religion?

- No religion Jewish
 Christian (all denominations) Muslim
 Buddhist Sikh
 Hindu Any other religion

Q16 Are you an employee of Leicestershire County Council?

- Yes
 No

Q17 Many people face discrimination because of their sexual orientation and for this reason we have decided to ask this monitoring question. You do not have to answer it, but we would be grateful if you could tick the box next to the category which describes your sexual orientation.

- Bi-sexual Lesbian
 Gay Other
 Heterosexual / straight

Thank you for your assistance. Your views are important to us.

When the consultation closes on the 29 October 2017, a report detailing the outcomes of the consultation will go back to Leicestershire County Council's cabinet for their consideration. If the cabinet decide to progress with the proposal, the formal stage, including a statutory notice and a further four weeks of formal consultation, would start in early spring 2018.

Please return your completed survey to: Maplewell Hall School Consultation, Room 300B, Leicestershire County Council, Have Your Say, FREEPOST NAT 18685, Leicester, LE3 8XR

Data Protection: Personal data supplied on this form will be held on computer and will be used in accordance with the Data Protection Act 1998. The information you provide will be used for statistical analysis, management, planning and the provision of services by the county council and its partners. Leicestershire County Council will not share any information collected from the 'About you' section of this survey with its partners. The information will be held in accordance with the council's records management and retention policy. Information which is not in the 'About you' section of the questionnaire may be subject to disclosure under the Freedom of Information Act 2000.

Appendix 2: Demographic profile of respondents

Age	Survey Responses		
	156	% Ex NR*	% Inc NR*
Under 15	5	3	2
15-24	6	4	2
25-34	24	15	10
35-44	65	42	26
45-54	43	28	17
55-64	11	7	4
65 and over	2	1	1
No reply	34	38	

Gender identity*	Survey Responses		
	166	% Ex NR*	% Inc NR*
Male	40	24	16
Female	126	75	50
Other (e.g. pangender, nonbinary etc.)	0	0	0
No reply	86	34	

Is your gender identity the same as the gender you were assigned at birth?	Survey Responses		
	165	% Ex NR*	% Inc NR*
Yes	162	97	64
No	3	2	1
No reply	87	35	

*NR = No reply

Survey Responses

Are you a parent or carer of a young person aged 17 or under?	167	% Ex NR*	% Inc NR*
Yes	123	74	49
No	44	26	17
No reply	85	34	

Survey Responses

If yes, what are the ages of the children in your care?	122	% Ex NR*	% Inc NR*
0-4	20	12	8
5-10	60	36	24
11-15	82	49	33
16-17	28	17	11
No reply	252		

Are you a carer of a person aged 18 or over?	164	% Ex NR*	% Inc NR*
Yes	20	12	8
No	144	86	57
No reply	88	35	

Survey Responses

Do you have a long-standing illness or disability?*	163	% Ex NR*	% Inc NR*
Yes	27	16	11
No	136	81	54
No reply	89	35	

*NR = No reply

Survey Responses

Ethnicity	163	% Ex NR*	% Inc NR*
White	157	94	62
Mixed	3	2	1
Asian or Asian British	2	1	1
Black or Black British	0	-	-
Other ethnic group	1	1	0.4
No reply	89	35	

Survey Responses

Sexual orientation	147	% Ex NR*	% Inc NR*
Bisexual	4	2	2
Gay	1	1	0.4
Heterosexual/straight	136	81	54
Lesbian	2	1	1
Other	4	2	2
No reply	105	42	

*NR = No reply

Survey Responses

What is your religion?	160	% Ex NR*	% Inc NR*
No religion	75	45	30
Christian (All denominations)	82	49	33
Buddhist	1	1	0.4
Hindu	0	-	-
Jewish	0	-	-
Muslim	2	1	1
Sikh	0	-	-
Any other religion or belief	0	-	-
No reply	92	37	

Survey Responses

Are you an employee of Leicestershire County Council?	164	% Ex NR*	% Inc NR*
Yes	10	6	4
No	154	92	61
No reply	88	35	

*NR = No reply

Survey Responses

District (all responses)	139	% Ex NR*	% Inc NR*
Blaby	10	4	7
Charnwood	73	29	53
Harborough	4	2	3
Hinckley & Bosworth	19	8	14
Melton	0	-	-
North West Leicestershire	22	9	16
Oadby & Wigston	1	0.4	1
Missing/Invalid Postcode	113	45	
Leicester	3	1	2
Other	7	2.78	

*District of responses from parent/carer of
a child attending or who is considering
sending their child to the school:*

		Survey Responses % Ex NR*	% Inc NR*
Blaby	6	9	8
Charnwood	30	43	38
Harborough	2	3	3
Hinckley & Bosworth	12	17	15
Melton	0	-	-
North West Leicestershire	16	23	20
Oadby & Wigston	1	1	1
Missing/Invalid Postcode	11	14	
Leicester	1	1	1
Other	1	1	1

*NR = No reply

If you require information contained in this leaflet in another version e.g. large print, Braille, tape or alternative language please telephone: 0116 305 6803, Fax: 0116 305 7271 or Minicom: 0116 305 6160.

ਐ ਆਪ ਆ ਮਾਭਿਨੀ ਆਪਨੀ ਭਾਸ਼ਾਮਾਂ ਸਮਝਵਾਮਾਂ ਥੋੜੀ ਮਦਦ ਈਝਨਾਂ ਡੋ ਨੋ 0116 305 6803 ਨੰਬਰ ਪਰ ਫ਼ੋਨ ਕਰਥੋ ਅਨੇ ਅਮੇ ਆਪਨੇ ਮਦਦ ਕਰਵਾ ਯਵਥਾ ਕਰੀਥੁੰ.

ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਸ ਜਾਣਕਾਰੀ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਕੁਝ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ 0116 305 6803 ਨੰਬਰ ਤੇ ਫ਼ੋਨ ਕਰੋ ਅਤੇ ਅਸੀਂ ਤੁਹਾਡੀ ਮਦਦ ਲਈ ਕਿਸੇ ਦਾ ਪ੍ਰਬੰਧ ਕਰ ਦਵਾਂਗੇ।

এই তথ্য নিজের ভাষায় বুঝার জন্য আপনার যদি কোন সাহায্যের প্রয়োজন হয়, তবে 0116 305 6803 এই নম্বরে ফোন করলে আমরা উপযুক্ত ব্যক্তির ব্যবস্থা করবো।

اگر آپ کو یہ معلومات سمجھنے میں کچھ مدد درکار ہے تو براہ مہربانی اس نمبر پر کال کریں اور ہم آپ کی مدد کے لئے کسی کا انتظام کر دیں گے۔ 0116 305 6803

假如閣下需要幫助，用你的語言去明白這些資訊，請致電 0116 305 6803，我們會安排有關人員為你提供幫助。

Jeżeli potrzebujesz pomocy w zrozumieniu tej informacji w Twoim języku, zadzwoń pod numer 0116 305 6803, a my Ci dopomożemy.

Strategic Business Intelligence Team
Strategy and Business Intelligence Branch

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