



LONDON BOROUGH OF BRENT PLACE PLANNING STRATEGY - 2014-18

Refresh

November 2015

BRENT PUPIL PLACE PLANNING STRATEGY 2014-18

Refresh - NOVEMBER 2015

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1. Introduction

In October 2014 Brent Council's Cabinet approved the School Place Planning Strategy 2014-18. The strategy outlined the projected need for school places in Brent together with the objectives and operating principles which would underpin the Council's approach to school organisation.

The strategy drew upon existing Council plans, together with the recommendations of the Brent Education Commission 2014, to situate the development of school places within a set of wider aspirations for the borough.

Our Aspirations

- All Brent schools should be good or outstanding
- All Brent schools should be part of a 'family of schools' which promotes resilience, mutual support and improvement
- The Council and schools should work together to meet the challenge of providing sufficient school places
- Schools should operate in good quality, safe premises
- Children should be educated close to home
- Schools should work with their local communities
- Meeting the needs of children with special educational needs and disabilities should be central to our vision for education in Brent
- We should make efficient use of resources

This refresh of the strategy suggests some amendments to our operating principles and an update on agreed actions. It also provides updated information with regard to the need for places across the borough and progress on the delivery of planned expansions.

2. Executive Summary

In the recent years there has been an unprecedented growth in demand for primary school places in Brent. Almost 3000 additional primary places have been provided since 2008. Projections currently indicate that demand for Reception places will slow down from 2016 and that there will be a small surplus of primary places across the borough. We must bear in mind however that there is considerable volatility in the Primary population and that recent increases to birth rates suggest that future projections will be revised upwards. There are also some areas of the borough where there is a continuing need for Reception places and demand for places in other primary year groups continues to grow. Therefore, all current planned expansions are required.

The significant growth in pupil numbers that has been seen in the Primary phase, both in Brent and across London, is now beginning to move into the secondary phase. There will be a need for the equivalent of 2-3 new secondary schools in Brent by 2022, with the first of these new schools needed by 2018. There is a secondary Free School approved to open in Brent which is currently without a secured site. Should a site be secured for this school the need for a further new secondary school will be deferred until 2021. Free Schools are the most cost effective option for meeting the need for new secondary places.

The demand for specialist SEN places is also increasing in proportion to the overall rise in pupil numbers. The prevalence of Autism Spectrum Disorder (ASD) continues to rise and more children are surviving premature birth or severe disabilities, presenting in schools with significant additional needs. There is also a need for provision to meet the needs of the increasing number of primary aged children who are permanently excluded. The borough would like to reduce its dependence on out of borough independent special schools which are expensive and can mean stressful journeys for vulnerable children and limit the access of children and their families to support networks. Additional specialist places can be provided in Brent by the provision of Additionally Resourced Provision (ARP) in mainstream schools and a new special school.

In addition to its statutory duty to provide school places the Council has an allied duty to secure sufficient childcare and early education. Ofsted have given a clear steer that it is better for the poorest children if they access their childcare from the age of 2 at a school nursery. In practice this is challenging. In common with most areas in the country there is little capacity to develop childcare provision in schools. In Brent the priority has been to address the acute shortages for school age places. This will remain the priority but we will develop nursery provision in schools where it is practical to do so.

3. School Place Planning - Frequently Asked Questions

THE COUNCIL ROLE IN SCHOOL PLACE PLANNING

1. What is the Council's role in providing school places?

The Council retains the statutory responsibility to ensure that there are sufficient school places available for all Brent children and young people who need one. It retains too the duties set out in the Education Act 1996 to promote high standards and ensure equal access. The Council has overarching responsibilities for school admissions, co-ordinating admissions at reception (age 4+) and at secondary transfer (11 plus), aiming to meet parental preference.

In addition to securing school places for pupils aged five to 16, the local authority has related statutory responsibilities in relation to:

- **Children and young people with special educational needs and disabilities (SEND)** where the Council has to make suitable provision to meet their needs
- **Early years provision**, where responsibility for childcare sufficiency and for provision for disadvantaged two year olds and all three and four year olds as well as children's centres overlaps with school provision
- **Post 16 education and training** where the Council leads the local 16 to 19 partnership and takes overall responsibility for sufficiency and suitability of provision.

2. Can the Council open new schools?

It is not possible for the Council to build new community schools. Once the Council identifies a need for a new school it may use one of the following two routes to establish it:

- The **academy presumption** route whereby the Council would put forward a school proposal which it would advertise and promote to potential academy sponsors. Under this route, the Council would supply the site and use its own capital to build the school;
- The Council could 'support' a **free school** promoter to apply to the Department for Education (DfE) to build a school on a Council site. The decision would be entirely at the discretion of the DfE, but experience elsewhere indicates that Council-backed schemes are more likely to succeed.

3. Who decides if a school will close, expand or amalgamate?

The local authority has the power to instruct community schools to expand, but not academies, foundation or voluntary aided schools. The local authority also has the power to close community schools or to require them to amalgamate. This is not a power that this local authority has exercised hitherto as we aim, wherever possible, to work collaboratively with schools. In the case of Academies any expansion must be approved by the Regional Schools Commissioner.

PUPIL PROJECTIONS

4. Where do the projections come from?

- The projections are provided to most London boroughs by the Greater London Authority (GLA).
- The GLA projections are informed both by centrally held demographic data, such as the Office of National Statistics (ONS) census data, fertility rates and birth rates together with locally held information such as migration patterns and planned housing growth.
- The methodology also takes account of “survival ratios” which are the percentage of children who historically move into the following academic year in an area. This is particularly important in Brent where there is a high level of pupil mobility and migration to schools in other boroughs.

5. Are the projections accurate?

- The GLA projections are a very good indicator of place need, but they remain a statistical model which should be seen as a valuable tool rather than a definitive position. There are a number of factors which can lead to the projections being revised up or down.
- Birth rates, migration patterns and the impact of local regeneration projects can change significantly in a short period of time. Projections for Reception numbers in Brent have been revised significantly downwards since 2013. We are mindful that birth rates have increased in the 12 months to August 2015. These children will require a Reception place from 2019. We therefore expect that future projections will be revised upwards.
- Secondary projections are more secure as they largely take account of children already in the system. However, the “survival ratios” are a particularly important factor in a Brent which is currently a net exporter of secondary pupils. This may change as pressures on secondary places grow in neighbouring boroughs and lead to an increase in demand beyond that in the current projections.

6. What do the projections tell us about demand for primary places?

- The projections indicate that the demand for Reception places will slow down from 2016 but that the demand for places in other primary years will continue to grow. They also show that while there will continue to be a shortage in some parts of the borough such as Planning Area 1(Queensbury, Fryent and Welsh Harp wards) and in some primary year groups.

7. What are Primary planning areas and why do we have them?

- The Council has a duty to provide a “reasonable offer” of a school place to all children. In the primary phase a “reasonable offer” is one that is within 2 miles of home. By dividing the borough into planning areas officers can more easily ensure that places are provided near to where children live and therefore to meet our statutory duty. However, they are only a guide to help officers. In reality children can travel across planning areas to attend school, particularly where they live close to the borders.

8. So why don't we have secondary planning areas?

- Secondary children are expected to be able to make their own way to school and to travel longer distances. A reasonable offer for a secondary place is one that is within

3 miles of home. The size of Brent and the good transport links mean that children can travel to any school.

9. What do the projections indicate in the secondary phase?

- There is currently a surplus of places in the secondary phase, but this will begin to change from 2018 as the primary growth moves through. Projections indicate a need for at least 2 new secondary schools by 2022.

PROVIDING ADDITIONAL PLACES

10. Is it better to provide temporary or permanent classes?

- Generally it is more cost effective to provide permanent places in the primary phase. There are times however where site and time constraints mean that this is not possible. There are also occasions where the bulge in numbers only applies to one cohort of students. In these circumstances it is better to provide a temporary bulge class, so that we do not create too large a surplus in the system.
- Expansion in the secondary phase is much more complex and hence expensive. This is partly because specialist facilities (e.g. sport, science, technology) may also need to be provided. Students also need to access these facilities during the building process which makes decant more challenging.

11. Is it better to expand existing schools or provide new schools?

- Expanding existing schools gives the Council greater confidence that provision will be good and that it will be popular. However, the challenges of expansion can also mean that standards decline in good schools.
- New schools offer a chance to bring new learning environments and attract high quality providers. However, the Council does not control the provision of free schools. In a borough such as Brent there are also considerable challenges in finding sites for new schools.
- Expansion is funded by the Council from Basic Need. New schools are largely funded by the EFA.
- We believe that new schools will be the most cost effective way to provide the additional places that will be needed in the secondary phase.

4. Our Operating Principles for School Organisation

12. In October 2014 Cabinet agreed sixteen operating principles to underpin Brent's approach to school place planning. **The detailed rationale for these operating principles was detailed in the original strategy document.** Five of these principles have been amended for this refresh.

Principle 1*: *We will only undertake expansions at high quality or improving schools where leadership is secure.*

Principle 2: *We will promote federations between primary schools, both to address quality issues and to address the future viability of one form of entry schools.*

Principle 3*: *We will actively consider two-site schools and 5FE schools where there is leadership and management capacity and where this is a genuine expansion and not a new school.*

Principle 4*: *We will develop local capacity to sponsor or promote new schools, working with academies in all phases.*

Principle 5: *We will work towards the amalgamation of separate infants and junior schools.*

Principle 6: *We will not currently seek to develop more all-through schools.*

Principle 7: *We will expect expanded and re-structured schools generally to meet government guidance on space standards but be prepared to consider innovative design solutions to achieve this.*

Principle 8: *We will seek to minimise disruption to schools during expansion and support school leaders to manage the challenges.*

Principle 9: *We will continue planning primary places using planning areas.*

Principle 10*: *We will as far as possible incorporate proposals for additional school places into new regeneration schemes.*

Principle 11: *We will consider expanding voluntary aided schools only where there is local Brent demand, working with the relevant partners.*

Principle 12: *We will continue planning secondary school places on a borough wide basis with the ambition to make Brent's secondary offer attractive to all parents.*

Principle 13: *We will consider how community benefits from school facilities can be maximised when we expand or build new schools.*

Principle 14: *We will consult with local communities as part of the planning process to minimise/mitigate the impact of new school developments.*

Principle 15: *We will build inclusive provision into expansion and new school proposals and work with neighbouring authorities on the planning of special school places.*

Principle 16*: *After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money, deliverability and strategic fit with wider investment programmes*

Principle 1

Original: *We will only undertake expansions at good and outstanding schools where leadership is secure.*

Amended: We will only undertake expansions at high quality and improving schools where leadership is secure.

Rationale: The Brent Education Commission 2014 recommended that *“the performance of pupils, the outcomes of inspections and the local knowledge of the School Effectiveness Service about the recent and likely quality of education in each Brent School should form the cornerstone of a strategy that views place planning as an opportunity for raising Brent’s educational standards further.”*

To date we have used the current Ofsted judgement as our sole quality indicator for potential school expansions. This may however, be up to seven years out of date and therefore not accurately reflect any improvement or decline in standards. Nor does the Ofsted judgement reflect the capacity of the school to be providing a high quality education by the time that the expansion takes effect.

Headteachers, Governors and officers on the School Effectiveness Partnership Board led the development of a School Effectiveness Matrix which draws upon a more comprehensive range of school improvement indicators, including the most recent Ofsted judgement to inform the local authority’s statutory responsibility for school monitoring and agree appropriate intervention. All schools have been consulted on this matrix.

From December 2015 this matrix approach, rather than the Ofsted judgement alone, will be used to inform decisions regarding the educational suitability of a school for expansion. This may mean that some schools currently judged as Requires Improvement by Ofsted are deemed suitable for expansion and some that are judged as Good by Ofsted are not.

Principle 3

Original:- *We will actively consider two-site schools and 5FE schools where there is leadership and management capacity.*

Amended:- We will actively consider two-site schools and 5FE schools where there is leadership and management capacity and where this is a genuine expansion and not a new school.

Rationale: This amendment ensures that the principle is in line with the DfE Statutory Guidance on School Organisation which states that expansion onto a second site is only possible where proposers can demonstrate that the second site is not in fact a new school. The level of integration between the two sites is the key factor in determining this. Full details can be found at:

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Principle 4

Original: We will develop local capacity to sponsor or promote new schools, working with primary academies.

Amended: We will develop local capacity to sponsor or promote new schools, working with academies in all phases.

Rationale: Slight amendment to ensure the principle can apply to schools in all phases.

Principle 10

Original:- We will as far as possible incorporate proposals for additional *primary* school places into new regeneration schemes.

Amended: We will as far as possible incorporate proposals for additional school places into new regeneration schemes.

Rationale: Slight amendment to ensure the principle can apply to schools in all phases.

Principle 16

Original:- After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money and deliverability.

Amended:- After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money, deliverability and strategic fit with wider investment programmes.

Rationale: This amendment acknowledges that the provision of new schools and the expansion of existing schools is a critical element of the Council's wider ambitions to deliver regeneration programmes in an area.

5. The Need for Secondary Places

13. The significant growth that has been seen in the Primary phase since 2010, will begin to move through to the secondary phase in 2016, with demand expected to outstrip supply by 2018/19. The projected secondary capacity and place need is outlined in Table 1.

By 2022/23, an additional 18.8 secondary forms of entry will be required in Brent. Depending on the size of any sites, this is equivalent to 2 or 3 new secondary schools.

Planned expansion at Alperton Secondary and Ark Elvin Academy will provide an additional 2FE secondary provision from 2017.

14. Brent has traditionally been a net exporter of pupils. In part this is due to our proximity to other boroughs and in part to the fact that 3 of our secondary schools are not popular with parents and are therefore heavily under-subscribed. In the South of the borough - Primary Planning Area 5 – almost 50% of parents choose out of borough secondary schools for their children. (Table 2) The secondary “survival ratio” built into current GLA projections is based upon these historical trends at secondary transition.
15. Given the fact that neighbouring boroughs are facing similar school place challenges, we anticipate that Brent parents may find it increasingly difficult to access places in out of borough schools. Additionally, parental perception of those Brent secondary schools which are currently under-subscribed may change as standards or Ofsted judgements improve. The combination of these factors could mean that the “survival ratio” and therefore the demand for places in Brent secondary schools may increase beyond that currently shown in Table 1.
16. The Council will be exploring options for expanding existing schools, but it is unlikely that the Council will be able to meet the projected level of need outlined through expansion. New Free Schools are therefore the recommended option for the Council to meet secondary need efficiently.
17. The Gladstone Free School (6FE) was approved by the DfE to open in 2014, but due to difficulties in locating a permanent site, this has now been deferred until at 2017. The school will be unable to open until a permanent site is secured. Should a site be secured for the Gladstone Free School, there would be sufficient places in Brent secondary schools until the 2020/21 academic year when an additional 12.8 Year 7 classes would be required to meet demand by 2022/23. The Council is working with the EFA to identify a site for the Gladstone School. The EFA will purchase or lease any commercial site that is found.
18. A number of Brent Secondary headteachers have expressed interest in collectively sponsoring a new free school and are expected to make an application to the DfE to do so.

Table 1 – Secondary projections and places

Year	Year 7 projected intake (GLA January 2015)	Year 7 places available (excluding Gladstone Free School)	Surplus/ Deficit of places	Surplus/ Deficit as FE	Surplus/ Deficit as FE with Gladstone Free School
2015/16	3136	3350	214	7.1	7.1
2016/17	3248	3350	102	3.4	3.4
2017/18	3329	3410	81	2.7	8.7
2018/19	3460	3410	-50	-1.7	4.3
2019/20	3553	3410	-143	-4.8	1.2
2020/21	3515	3410	-105	-3.5	2.5
2021/22	3744	3410	-334	-11.1	-5.1
2022/23	3973	3410	-563	-18.8	-12.8

Table 2 Secondary Transfer 14-15 by Primary Planning Area

Local Authority of Offered School by Planning Area - Brent Residents - Secondary Transfer 2015						
LA of Offered School	Brent Resident School Planning Area					
	Planning Area 1	Planning Area 2	Planning Area 3	Planning Area 4	Planning Area 5	Grand Total
Brent Total	311	371	770	418	546	2416
Brent %	70.5%	84.5%	84.1%	77.8%	54.5%	72.5%
City of Westminster	2		2	37	175	216
Barnet	74	15	26	17	76	208
Harrow	40	31	55	14	15	155
Camden	2		1	9	106	118
Ealing	1	8	37	15	19	80
Hammersmith & Fulham		1	3	17	23	44
Kensington & Chelsea			3	4	29	36
Slough Borough		6	9		1	16
Hertfordshire	8	2	3	1		14
Hounslow	1		2		6	9
Buckinghamshire County		2	3		2	7
Hillingdon	2	1		1	2	6
Bromley		1				1
Dudley		1				1
Islington				1		1
Kingston-upon-Thames				1		1
Lambeth				1		1
Merton			1			1
North Yorkshire			1			1
Oxfordshire					1	1
Redbridge				1		1
Non-Brent Total	130	68	146	119	455	918
Non-Brent %	29.5%	15.5%	15.9%	22.2%	45.5%	27.5%
Grand Total	441	439	916	537	1001	3334
Data as at national offer day - 2 March 2015						

6. The Need for Primary Places

19. In recent years Brent has seen an unprecedented increase in the demand for primary school places. The primary pupil population (Reception to Year 6) has grown from 21,427 in May 2008 to 26,028 in May 2015, an increase of 17.68%.

In October 2014 officers informed Cabinet that the most recent predictions provided to the authority by the GLA had indicated a substantial reduction in births across London, with a subsequent decrease in demand for Reception places. The 2015 projections provided in this document reflect this drop in birth rate during 2013 and 2014. We are aware however that more recent data indicates that birth rates have risen sharply in the past 12 months. We therefore expect future GLA projections to be revised upward.

Demand for Reception places is currently projected to reduce from September 2016, leading to a projected surplus of Reception capacity across the borough. However, we expect that demand for admissions in year groups other than Reception will continue to grow. This is illustrated in Figure i page 25. We anticipate that additional Year 1 bulge provision will be needed in 2016. There are number of low cost options to meet this need including additional classes at new Free Schools and recycling of existing bulge classes when children move on to secondary school.

20. In the recent past Brent has been forced, at very short notice, to open temporary annexe provision and bulge classes to meet a sudden sharp increase in demand for primary places. Such temporary provision is neither educationally desirable nor cost effective. We would want to reduce our reliance on this provision by providing sufficient flexibility in the permanent and temporary provision on school sites. In recognition of this and the projected growth in primary cohort size from Reception to Year 6, Cabinet recommended, in October 2014, that Brent should aim to maintain a 5% surplus in Reception places. We are currently operating with a surplus of just over 1% in Reception. The current primary surplus across the Borough is 2.02% and even with all planned expansions and Free Schools it does not rise above 3% until 2022. This will quickly be accounted for if, as expected, pupil numbers increase above current projections.
21. The borough is divided into 5 Primary Planning Areas. This supports the Council in providing a school place within a reasonable travelling distance for primary children. The match of demand to the supply of places varies across planning areas. In particular there is a forecast deficit of primary places in all year groups in Planning Area 1. We anticipate that the surplus capacity in other planning areas, together with the potential free school provision in this area will be sufficient to meet this need.
22. **Table 3** provides the detail of Reception places available from 2015. The places available includes temporary provision at Elsley, Leopold and Uxendon Manor schools, which we expect to become permanent during the 2015/16 or 2016/17 academic years. It also includes the approved expansion at Byron Court School.

The EFA propose to open 2 Primary Free Schools in Brent. Floreat Primary Alperton (2FE) hopes to open in temporary accommodation in 2017 and move to a permanent site from 2018. The Ark Somerville Primary School (3FE) has been approved to open in 2017, but has yet to confirm a site. The final column in Table 3 indicates the impact these schools would have on overall Reception capacity.

Table 3- Primary Reception projections and places

	Projected Reception intake (GLA January 2015)	Reception places available	Surplus/ Deficit of places	Surplus/ Deficit as FE	With 2 Free School (4FE) Surplus/ Deficit as FE
2015/16	4157	4199	42	1.4	1.4
2016/17	4122	4231	109	3.6	3.6
2017/18	4036	4262	226	7.5	13.5
2018/19	4031	4262	231	7.7	13.7
2019/20	4050	4262	212	7.1	13.1
2020/21	4062	4262	200	6.7	12.7
2021/22	4070	4262	192	6.4	12.4
2022/23	4072	4262	190	6.3	12.3

7. Reception Capacity and Need by Primary Planning Areas

23. Planning Area 1 - Queensbury/Fryent/Welsh Harp wards: 7 primary schools

- This PA covers the Burnt Oak/Colindale Growth Area
- This PA shows a deficit of Reception places throughout the next 8 academic years. However, this PA borders PA 2 and PA3, where there is a significant projected surplus in Reception places. It is also close to the Barnet and Harrow borders. Many children in this PA attend schools in these neighbouring boroughs.
- Opportunities to expand existing schools in this planning area are limited by site constraints.
- A site for a new school, provided by S106, has been identified at the ex Oriental City site. We are working with the EFA to secure a suitable provider for this school.

Table 4 - Planning Area 1 Reception supply and demand

Planning Area 1	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Projected Reception intake	611	611	602	605	607	610	616	616
Total Reception capacity	540	510	510	510	510	510	510	510
Surplus/Deficit of places	-71	-101	-92	-95	-97	-100	-106	-106
Surplus/Deficit as FE	-2.4	-3.4	-3.1	-3.2	-3.2	-3.3	-3.5	-3.5
Total Reception capacity with Oriental City School	540	510	570	570	570	570	570	570
Deficit of places	-71	-101	-32	-35	-37	-40	-46	-46
Surplus /Deficit as FE	-2.4	-3.4	-1.1	-1.2	-1.2	-1.3	-1.5	-1.5

24. Planning Area 2 - Kenton/Northwick Park/Preston/Barnhill wards: 8 schools including 1 all through

- Byron Court (3FE) has agreed to permanent expansion by 2FE from September 2016 subject to planning approvals
- This PA shows a deficit of Reception places up to and including the 2016/17 academic year, increasing to a sufficiency in the following six academic years.
- This planning area is adjacent to PA3. There is significant cross over between PA2 and PA3 in terms of school place demand which is expected to absorb any surplus

Table 5 – Reception Planning Area 2 supply and demand

Planning Area 2	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Projected Reception intake	706	693	682	675	671	670	662	659
Total Reception capacity with Byron Court School	690	750	750	750	750	750	750	750
Surplus/Deficit of places	-16	57	68	75	79	80	88	91
Surplus /Deficit as FE	-0.5	1.9	2.3	2.5	2.6	2.7	2.9	3

25. Planning Area 3 - Wembley/Sudbury/Alperton/Tokington wards: 13 schools including 2 all through

- This planning area contains two Brent Growth Areas, Wembley and Alperton and is the PA with the highest expected growth in demand. We expect projections in the PA to be revised upwards if further new housing developments are confirmed.
- Wembley High Technology College has become an all through school, initially with 3FE of Reception classes in 2015 and 2016, and 4FE from 2017.
- Elsley Primary agreed to open 2 bulge classes in advance of permanent expansion from 2 to 4FE in 2016.
- Floreat Primary School (2FE) hope to open on a temporary site from September 2017
- There will be a small surplus of places in this area if Floreat Free School secures a permanent site in Alperton otherwise there will be a small deficit of Reception places.

Table 6 - Planning Area 3 Reception supply and demand

Planning Area 3	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Projected Reception intake	895	969	959	963	976	994	1007	1019
Total Reception Capacity	925	955	985	985	985	985	985	985
Surplus/Deficit of places	30	-14	26	22	9	-10	-22	-34
Surplus/Deficit as FE	1	-0.4	0.8	0.7	0.3	-0.3	-0.7	-1.1
Total Reception capacity with Floreat School	925	955	1045	1045	1045	1045	1045	1045
Surplus/Deficit as FE	1.0	-0.5	2.9	2.7	2.3	1.7	1.3	0.9

26. Planning Area 4 - Harlesden/Stonebridge wards: 10 schools

- Subject to planning permission, the Leopold Primary School temporary 2FE expansion in the Gwenneth Rickus Building is expected to become permanent from 2016
- PA4 shows a surplus of Reception places from just under 3FE in 2015/16 to a peak of 4.4FE in 2017/18.

Table 7 - Planning Area 4 Reception supply and demand

Planning Area 4	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Projected Reception intake	680	647	633	639	649	650	654	651
Total Reception	762	764	765	765	765	765	765	765
Surplus of places	82	117	132	126	116	115	111	114
Surplus/Deficit as FE	2.7	3.9	4.4	4.2	3.9	3.8	3.7	3.8

27. Planning Area 5 - Kilburn/Queens Park/Kensal Green/Willesden Green/Dudden Hill/Mapesbury/ Brondesbury Park wards: 24 schools

- In 2015 1FE has been added at Malorees Infants as a bulge class.
- Kilburn Grange Free School opened in September 2015 with an intake of 2FE in Reception.
- There will be a small 0.5FE surplus in 2015/16 rising to a surplus of 4.1FE in 2022/23.
- This planning area is in the South Kilburn Regeneration area. We expect the revision of the South Kilburn master plan to maximise housing developments which will lead to an increase in current pupil projections.

Table 8 - Planning Area 5 Reception supply and demand

Planning Area 5	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Projected Reception intake	1266	1202	1160	1149	1145	1138	1130	1128
Total Reception capacity	1282	1252	1252	1252	1252	1252	1252	1252
Surplus of places	16	50	92	103	107	114	122	124
Surplus/Deficit as FE	0.5	1.7	3.1	3.4	3.6	3.8	4.1	4.1

8. The Need for SEN and Alternative Provision Places

28. The Borough's SEN Strategy is to enable each young person to realise their potential in an appropriate, inclusive setting whether in the mainstream, a resourced unit or a special school. By giving the right support at the right time, young people will be encouraged to become independent, autonomous learners, fully involved with their parents and carers in decisions made about their future.
29. In 2014 the Government introduced wide ranging reforms in the way that special needs were to be met. Statements of SEN were replaced with Education, Health and Care Plans (EHCPs). The age range for EHCPs was also extended from 19 to 25 and the method of resourcing special needs in schools also changed.
30. The new system applies to all providers of education including state funded provision in both maintained and academy schools (including free schools). In mainstream schools, SEN support replaced the previous categories of School Action and School Action Plus for children with lower level SEN.
31. As of May 2015 there were 4036 children assessed as requiring SEN Support in primary schools and 1393 in secondary schools. The number entitled to an EHC Plan is 1423 which is 3% of the school student population of 47,672. The total number of Brent resident children and young people with an EHC Plan or Statement at May 2015 was 1726 which includes 409 in out of borough mainstream, specialist or independent provision.
32. There are four special schools in Brent. The total capacity is currently 678 places broadly split between primary and secondary. There are also 5 mainstream schools with Additionally Resourced Provisions (ARP) which provide 105 additional specialist places 54 in the primary phase and 51 in the secondary phase. 48 per cent of pupils with a statement or EHCP currently attend specialist provision, and 52 per cent are placed in mainstream schools.

EHCP/Statement Numbers

Brent Resident EHCP		In Borough		Out Borough	
1726		1317		409	
Primary	Secondary	Primary	Secondary	Primary	Secondary
847	879	732	585	114	295

33. Since 2010 the local authority has worked with schools to increase the number of specialist places within the borough by broadening the range of needs provided for in Special Schools and ARPs. This flexibility is important to meet emerging needs. All Brent special schools provide for a wider range of needs than they did historically. Many of the

children allocated to special schools now have complex needs which encompass a range of conditions.

34. All four of the borough's special schools have expanded in the last four years, and this has helped to meet growth in demand. However, there are currently 61 pupils attending out borough maintained and academy special schools and 150 pupils attending independent provision also outside of the borough.
35. Children are often placed in these provisions because there is no appropriate place for them in Brent. The lower number of specialist secondary places has led to greater numbers of secondary aged pupils attending out borough provision. Of the 150 pupils currently placed in independent provision 76 have a diagnosis of Autism Spectrum Disorder (ASD) of whom 58 are secondary aged and 18 are primary. 32 pupils have SEBD needs 28 in secondary and 4 in primary. There are 14 pupils with Speech Language and Communication Needs (SLCN) in independent provision, 12 are secondary aged and two are primary aged.

Independent Specialist Provision Placements

ASD		SEBD		SCLN	
Primary	Secondary	Primary	Secondary	Primary	Secondary
18	58	4	28	2	12

36. Placement costs in independent schools ranged from £25,692 to £104,000 in 2014/15, with an average cost of £40,483. Providing transport to independent provision is currently costing the council in excess of £1.3million.
37. Notwithstanding the financial case, there is a strong educational and social rationale for the borough to place students within its own boundaries. The time taken to travel to more distant schools can be stressful to children and young people, especially those with physical needs, with more risk of traffic delays leading to loss of education. They are also less likely to develop friendship groups in their own communities, and the parents less able to take part in their support networks.
38. Once children are placed out borough it is very difficult to bring them back to in borough provision. This has meant long term reliance on out borough and independent placements often until children and young people are 19 or older. Some children have such specific needs that cannot be met other than in very specialist provision, but there is considerable scope to reduce these placements.
39. In May this year a review of the number of SEN specialist places was undertaken reviewing existing provision and patterns of placement and forecasting future need.
40. The numbers of children with SEN will increase as a proportion of the overall rise in pupil numbers. By 2025 the numbers of pupils with an Education, Health and Care Plan (EHCP) are expected to increase to 2,044. This may well be a conservative estimate as the Special Education Needs reforms introduced from 2014 will increase the number of pupils with EHCPs given the expansion of the age remit from 2 to 19 to 0 to 25.

41. Whilst this increase has largely been seen in the primary phase to date it is now beginning to move into the secondary phase. There is increasing demand for places for children and young people with ASD, social emotional and behavioural difficulties and speech and language needs. It is expected that any new specialist provision focus on providing for these cohorts of pupils.
42. Nationally the proportion of children with EHC Plans in specialist provision has increased by 4% since 2010. the current 48 per cent as the ratio of need for specialist places is maintained there will be a demand of 981 places by 2025, creating a gap between supply and demand of 198 specialist places.
43. To meet SEN demand to 2025 and reduce reliance on out borough special and independent schools, ensuring as many pupils as possible are placed locally up to 140 SEN specialist places would need to be provided. This assumes a continuing need for 58 specialist places to meet highly specialised needs.
44. The requirement for additional SEND places could be met by the provision of a new SEN Free School and a number of new Additionally Resourced Provisions (ARPs).
45. Brent Special School heads have expressed interest in collectively sponsoring a new SEN/Alternative Education Free School and are expected to make an application to the DfE to do so. The site of the former Avenue School in NW6 has been purchased by The EFA as a temporary location for a Westminster Council Free School. This site will become available in 2018 and initial discussions have been held with the EFA about the possibility of securing its permanent use as a new special school.
46. The usual pupil capacity of an ARP is between 10–15 and the balance of 40 places needed should be provided through ARP provision. There is a need for ARP provision for up to 25 SEBD places at primary and secondary phases. Additional secondary provision of up to 15 SLCN places would provide an in borough pathway for those pupils who attend Brent primary SLCN provision.
47. The Council has a statutory duty to provide an appropriate full- time education for pupils who have been permanently excluded from school or who are otherwise without a mainstream school place.
48. Exclusion figures remain on a steady upward trajectory. Of particular concern is the steep increase in Fixed Term Exclusions from primary schools. This increase reflects the national picture. Recently the service has seen a small increase in the number of very young pupils being permanently excluded. Currently such students are placed out of borough. Most are placed at the Family School in Islington
49. Although an excellent provision with a focus on both academic and therapeutic progress the Family School takes pupils from other boroughs and has limited capacity. Its geography also means a long daily journey for young pupils and presents challenges in terms of successful implementation of re-integration programmes for the pupils back into mainstream school in Brent. There is therefore a clear need to develop additional in borough Primary PRU provision of this kind.

9. Early Years Education

50. Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area. In Brent, childcare for 0 – 4 year olds is delivered through a strong PVI sector as well as through schools in the borough, with an almost 50/50 split between the two sectors for delivery of the free entitlement for 3 and 4 year olds. An increasing number of childminders too are offering the free entitlement for 2, 3 and 4 year olds.
51. Much work has been done to stimulate growth of childcare places through capital and new place funding, most recently for implementation of the free entitlement for eligible two year olds. The local authority's Early Years quality improvement team have also worked very closely with the PVI sector in particular to raise the quality of provision and this has resulted in the highest number of Good or Outstanding Ofsted gradings the sector has had to date.
52. The quality of childcare provision has been evidenced to be key in ensuring that children thrive and develop at or exceed age related expectations. Sir Michael Wilshaw, HMCI Ofsted, in his speech at the launch of Ofsted's early years report 2015 added to this the view that for the poorest children, this could be best achieved by accessing their childcare from the age of 2 at a school nursery. Schools would for those children provide not only continuity of care, from age 2 through to reception, thereby removing the issue of transition, but also provide access to specialists and have systems in place for tracking of children up to the age of 11.
53. In practice, developing places for two year olds in schools has proved challenging. Few schools in the country are currently offering provision for two year olds and issues have included capacity and space for expansion. Brent is no exception, the main focus over the last few years has been to address the acute shortage of school age places rather than use existing space to develop more childcare provision in schools.
54. From September 2017, the government proposes to extend the free entitlement for 3 and 4 year olds to 30 hours per week for working parents. This will have some impact on sufficiency, however the DfE document, 'Childcare Bill: Policy Statement' published in October 2015, rationalises that many children will already be in full time places if their parents are working and, the new extended entitlement will pay for the additional hours parents are already purchasing from an early years setting, helping working families with the cost of childcare.

10. Planned Expansion Programmes- UPDATE

Table 9 - Planned permanent new places for September 2015- Updated October 2015

	No. of places	FE Expansion	Will be total FE	Update – October 2015
Wembley High Technology College	840	4	4	Completed- 3FE from September 2015 and 4FE from September 2017
Uxendon Manor Primary	420	2	4	Approved, subject to planning approval
Elsley Primary	420	2	4	Approved, subject to planning approval
Stonebridge Primary	210	1	3	Approved, subject to planning approval
Islamia Primary	210	1	2	Project in consultation phase
Malorees Infants and Juniors	210	1	3	Delayed subject to further review
Byron Court Primary	420	2	5	Approved, subject to planning approval
Leopold (Gwenneth Rickus)	420	2	4	Project in consultation phase
Kilburn Grange (Free School)	420	2	2	Completed
Oakington Manor Primary	210	1	4	Withdrawn from programme
Total number of places	3,780	18		

Table 10 - Planned permanent new places for September 2016- Updated October 2015

	No. of Places	No. of FE	Update – Oct 15
Oriental City site	420	2	Delayed to Sept 2017, subject to discussions with EFA
Quintain site	630	3	Delayed subject to discussions with the EFA
Carlton Vale Infants and Kilburn Park (South Kilburn regeneration)	210	1	Delayed subject to further review
Total number of places	1,260	6	

Table 11 - Planned permanent new places for September 2017- Updated October 2015

	No. of Places	No. of FE	Update Oct 15
Stanley Avenue Alperton site	630	3	On track - Currently planned as 2FE only

56. The October 2014 report secured the in-principle support of Cabinet (subject to statutory consultation and later decision-making) to the amalgamation of the three pairs of infant and juniors schools:

Table 12 – Remaining Brent maintained infant and junior schools

Schools	Progress October 2015
Lyon Park Infants and Juniors	Governors have agreed to formally consult on amalgamation in Autumn 2015
Carlton Vale Infants and Kilburn Park Juniors	To date governors have not agreed to amalgamate
Malorees Infants and Junior Schools	Governors have agreed in principle to amalgamation but postponed consultation on this until 2017

57. It is one of the operating principles of the strategy that separate infants and junior schools should be amalgamated. Ideally this will be done in partnership with the governing bodies and either when the opportunity presents itself, for example a headship vacancy or when there is an expansion or rebuilding scheme. However, the Council does have the right to propose and move forward amalgamations without the support of the Governing Body.

Figure i

Comparison between GLA projections (Jan 2015) and corresponding capacity by year group									
Year		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals
2015/2016	GLA Projections Jan 15	4,157	4,087	3,841	3,885	3,790	3,653	3,574	26,987
	Capacity	4,199	4,077	3,982	4,022	3,897	3,782	3,633	27,542
	Variance	42	- 10	91	137	107	129	59	555
	As FE	1.4	- 0.3	3.0	4.6	3.6	4.3	2.0	18
	Surplus capacity rate								2.02%
2016/2017	GLA Projections Jan 15	4,122	4,332	4,100	3,851	3,892	3,797	3,659	27,753
	Capacity	4,231	4,199	4,077	3,902	4,022	3,897	3,827	28,155
	Variance	109	- 133	- 23	51	130	100	168	402
	As FE	3.6	- 4.4	- 0.8	1.7	4.3	3.3	5.6	13
	Surplus capacity rate								1.43%
2017/2018	GLA Projections Jan 15	4,036	4,288	4,342	4,104	3,899	3,899	3,811	28,339
	Capacity	4,382	4,231	4,229	4,077	3,902	4,022	3,897	28,740
	Variance	346	- 57	- 113	- 27	43	123	86	401
	As FE	11.5	- 1.9	- 3.8	- 0.9	1.4	4.1	2.9	13
	Surplus capacity rate								1.40%
2018/2019	GLA Projections Jan 15	4,031	4,196	4,295	4,351	4,119	3,863	3,909	28,763
	Capacity	4,382	4,382	4,231	4,229	4,077	3,902	4,022	29,225
	Variance	351	186	- 64	- 122	- 42	39	113	462
	As FE	11.7	6.2	- 2.1	- 4.1	- 1.4	1.3	3.8	15
	Surplus capacity rate								1.58%
2019/2020	GLA Projections Jan 15	4,050	4,192	4,206	4,308	4,364	4,125	3,878	29,118
	Capacity	4,382	4,382	4,382	4,231	4,229	4,077	3,932	29,615
	Variance	332	190	176	- 72	- 135	- 48	54	497
	As FE	11.1	6.3	5.9	- 2.4	- 4.5	- 1.6	1.8	17
	Surplus capacity rate								1.68%
2020/2021	GLA Projections Jan 15	4,062	4,209	4,206	4,215	4,321	4,369	4,138	29,521
	Capacity	4,382	4,382	4,382	4,382	4,231	4,229	4,077	30,065
	Variance	320	173	176	167	- 90	- 140	- 61	544
	As FE	10.7	5.8	5.9	5.6	- 3.0	- 4.7	- 2.0	18
	Surplus capacity rate								1.81%
2021/2022	GLA Projections Jan 15	4,070	4,222	4,224	4,212	4,231	4,325	4,384	29,668
	Capacity	4,382	4,382	4,382	4,382	4,382	4,231	4,229	30,370
	Variance	312	160	158	170	151	- 94	- 155	702
	As FE	10.4	5.3	5.3	5.7	5.0	- 3.1	- 5.2	23
	Surplus capacity rate								2.31%

The data above includes the planned expansions at Byron Court, Elsley, Leopold and Uxendon Manor. Also 4FE Reception at WHTC from 2017.

For September 2017 this data also includes Ark Somerville School (2FE) and Floreat Free School (2FE).

Figure ii

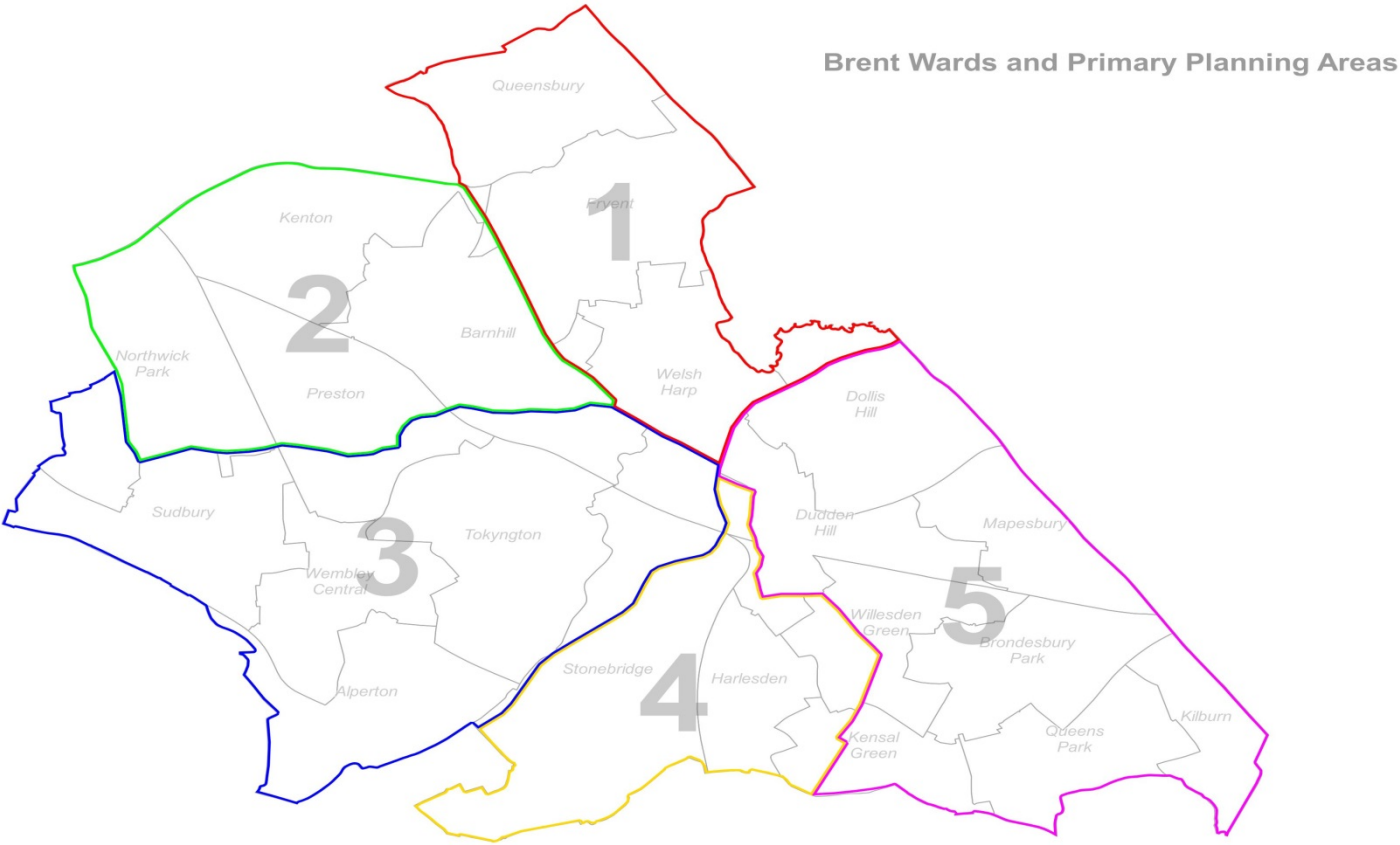


Figure iii

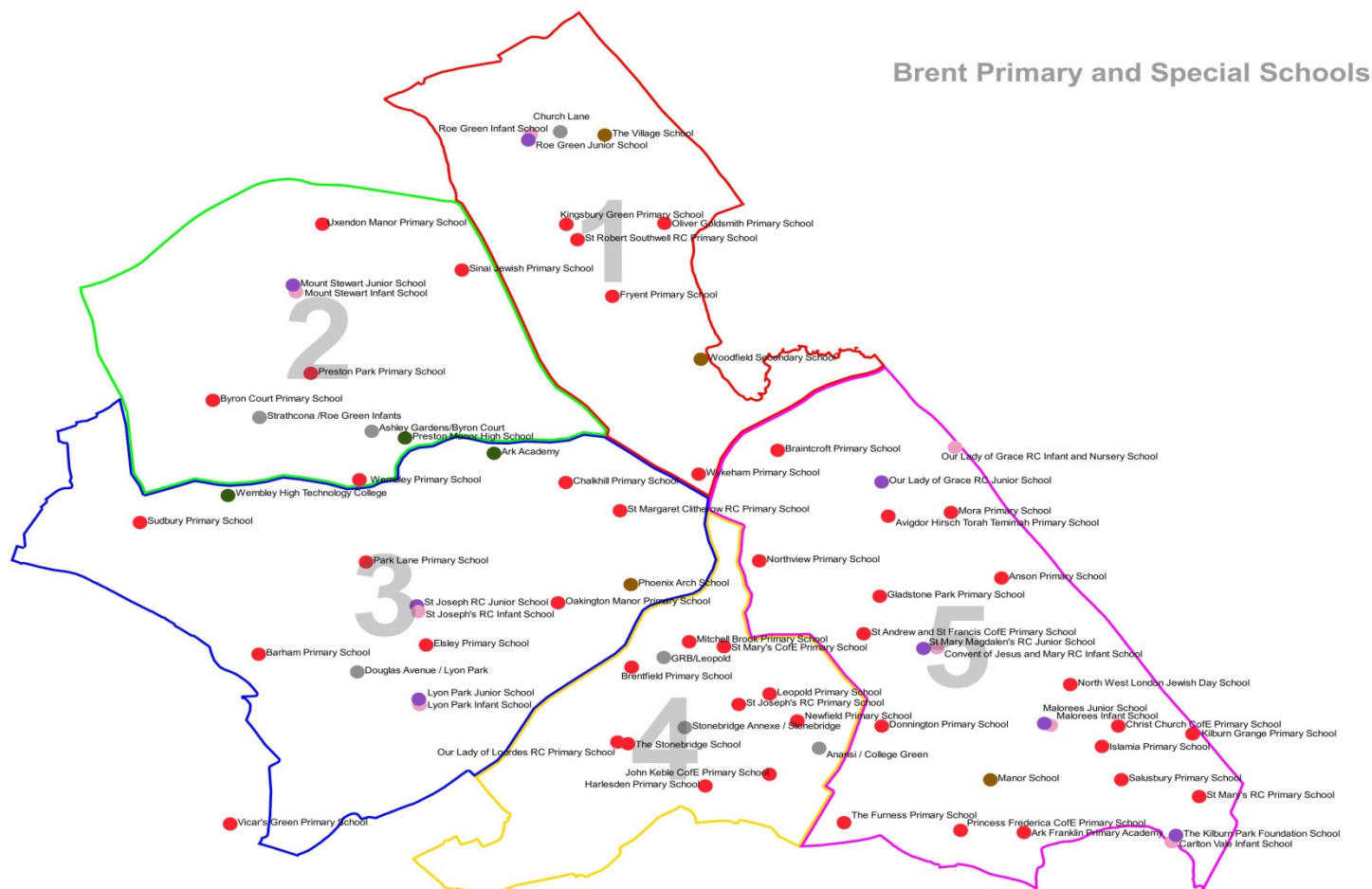
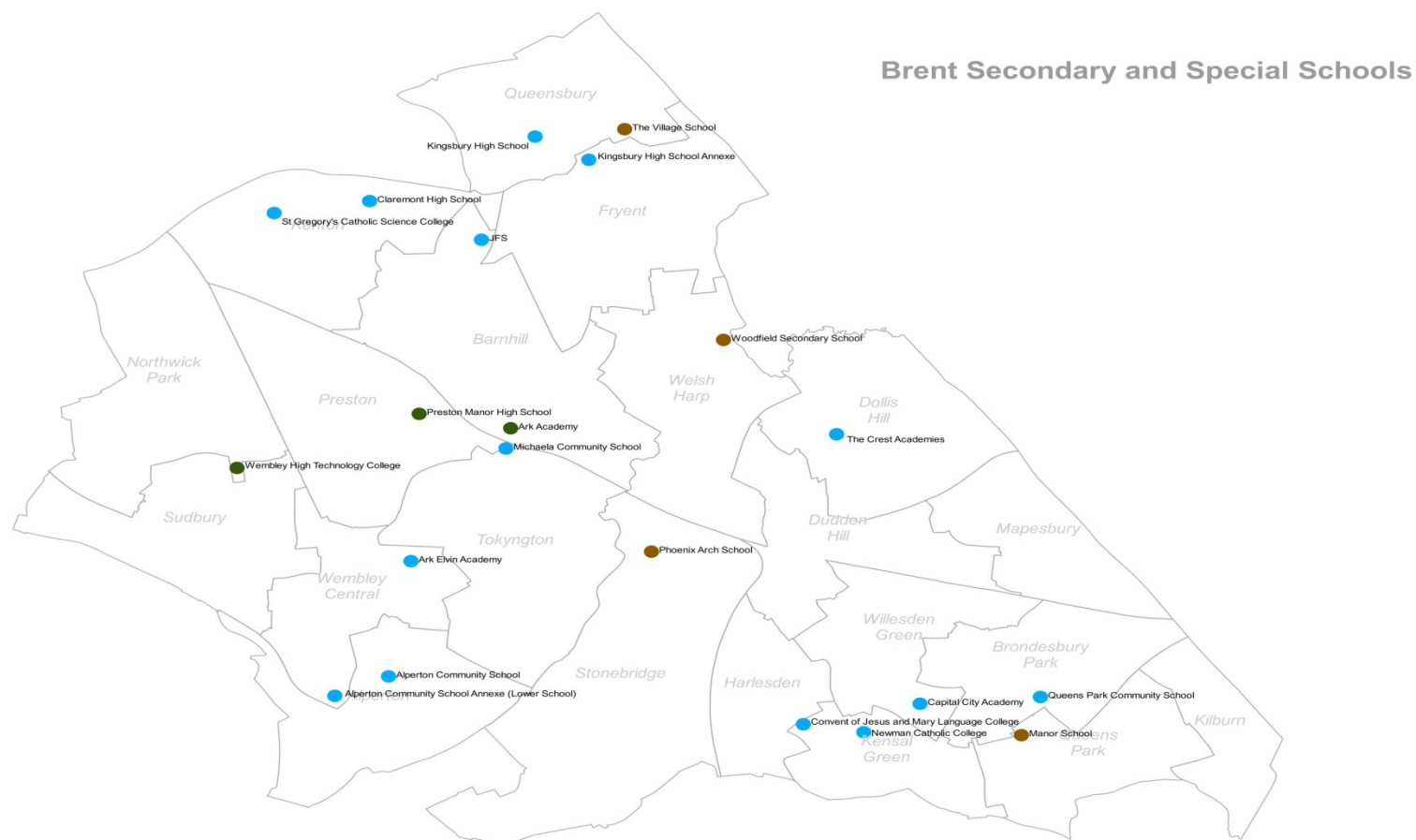


Figure iv



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